# A Study On 'Impact Of English Medium In High Schools With Reference To Students Perceptions'

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## Abstract

English has played a significant role in recent years, having been designated asIndia's second national language. In today's world, there is a tremendous demand for people to be fluent in English, particularly in India. This does not imply that native languages such as Telugu, Tamil, and Kannada are losing prominence. However, English is a common medium of communication for people from diverse cultures, faiths, and nationalities. The ideal educational medium has been the subject of intense debate in India over the past ten years when it comes to schooling. Because local languages are so easily understood in a given location, many people believe that teaching children in "Hindi" or another native medium is the best option for providing them with an education. A sizable portion of the populace also believes that English is the ideal language for disseminating knowledge and information. Regional education can be beneficial to some level because it is widely accepted and helps shape a child's personality, but there are just too many benefits to attending an English-medium school.

**Key Words:** education, English, languages, medium, perceptions, role, school, students.

## Introduction

This study has collected data from high school students, specifically those in Classes I through X, regarding the effects of English medium instruction on the academic performance of both students and instructors in government high schools. Therefore, the data was collected from the students with the help of questionnaires where a) Importance of English medium in high schools and b) Performance of students in English medium high schools are included. In addition to these the students' demographic data also collected and presented in this chapter. Hence, the detailed data and analysis of students' perceptions on the above parameters are presented in the following tables and discussed on the results.

### 1.1 Personal Details

The personal information of the students deals with the gender, class, medium of instruction, parents occupation, education and income are included. Hence, the demographic details are presented in the following tables and analysed.

**Table-1.1: Demographic Profile of the Students**

| Demographics | Group | Frequency | Percent |
|---|---|---|---|
| Gender | Boy | 226 | 53.8 |
| | Girl | 194 | 46.2 |
| Class in studying | 8th | 133 | 31.7 |
| | 9th | 142 | 33.8 |
| | 10th | 145 | 34.5 |
| Medium of instruction | Telugu | 208 | 49.5 |
| | English | 212 | 50.5 |
| Father / Mother Occupation | Nil | 94 | 22.4 |
| | Employee (govt.) | 58 | 13.8 |
| | Employee (pvt.) | 88 | 21.0 |
| | Business | 63 | 15.0 |
| | professionals | 60 | 14.3 |
| | Self employee | 57 | 13.6 |
| Father / Mother Education | Illiterate | 96 | 22.9 |
| | Primary | 86 | 20.5 |
| | secondary | 82 | 19.5 |
| | Higher secondary | 80 | 19.0 |
| | College level | 76 | 18.1 |
| Father/Mother Income | Below 1.0 Lakhs | 140 | 33.3 |
| | 1.0-2.0 Lakhs | 74 | 17.6 |
| | 2.1 to 4.0 Lakhs | 72 | 17.1 |
| | 4.1 to 6.0 lakhs | 68 | 16.2 |
| | Above 6.0 lakhs | 66 | 15.7 |
| **Total** | | **420** | **100.0** |

The Table-1.1 shows the demographic profile of the students. It is found from the data that out of the total students 53.8 percent are boys and the remaining 46.2 percent are girls.

The data shows the student studying in class, a majority of students 34.5 percent are studying in 10th class, followed by 33.8 percent are studying in 9th class and 31.7 percent are studying in 8th class.

According to medium of instruction as many as 50.5 percent of student are English Medium and 49.5 percent of student are Telugu Medium.

With reference to Father/ Mother Occupation, a dominated group of respondents 22.4 percent doesn't have occupation followed by 21.0 percent are private employees, 15.0 percent are business respondents, 14.3 percent are professionals, 13.8 percent are government employees and 13.6 percent are self employees.

From the data of Father/Mother education, it shows that majority group of 22.9 percent of respondents are illiterate, 20.5 percent of respondents are qualified primary level, 19.5 percent are qualified secondary level, 19.0 percent are qualified higher secondary level and least 18.1 percent are qualified college level.

Regarding to Father/Mother Income, it is found that as many as 33.3 percent are having below 1.0 lakhs monthly income, 17.6 percent are having 1.0 – 2.0 lakhs monthly income, 17.1 percent are having 2.1 – 4.0 lakhs monthly income, 16.2 percent are having 4.1 – 6.0 lakhs monthly income and 15.7 percent are having above 6.0 lakhs monthly income.

**1.2 Importance of English Medium in High School**
In the part of this research the perceptions of the students on importance of English medium in high schools are collected with the help of questionnaires and presented in the following tables and analysed.

**Table-1.2: Perceptions of the students about necessity of English Medium**

| Response | Frequency | Percent |
|----------|-----------|---------|
| Yes | 236 | 56.2 |
| No | 184 | 43.8 |
| **Total** | **420** | **100.0** |

The perceptions of the students about necessity of English Medium are represented in the Table-1.2. It is noticed that as many as 56.2 percent of students said that there is a necessity of English Medium and 43.8 percent said that there is no necessity of English Medium. This conclude that a majority of students opined there is a necessity of English Medium

**Table-1.3: Class from where the students want to study English Medium**

| Response | Frequency | Percent |
|----------|-----------|---------|
| At Primary Level | 227 | 54.0 |
| At Secondary Level | 193 | 46.0 |

| | | |
|---|---|---|
| **Total** | **420** | **100.0** |

The Table-1.3 presents the class from where the students want to study English Medium. The data reveals that 54.0 percent of students want to study English medium at primary level, whereas 46.0 percent of students want to study English medium at secondary level.

**Table-1.4 Perceptions of students about the important motivational factors tostudy in English Medium**

| **Response** | **Frequency** | **Percent** |
|---|---|---|
| Medium of instruction | 91 | 21.7 |
| To get job in future | 153 | 36.4 |
| Development communication skills | 114 | 27.1 |
| Social prestige | 62 | 14.8 |
| **Total** | **420** | **100.0** |

The perceptions of students about the important motivational factors to study in English Medium are shown in the Table-1.4. Out of total students 36.4 percent opined to study in English medium is important to get job in future, followed by 27.1 percent opined to development communication skills, 21.7 percent opined to medium instruction and 14.8 percent opined that to study in English medium is important for social prestige.

**Table-1.5: Available sources for the students to learn English**

| **Available Sources** | **Frequency** | **Percent** |
|---|---|---|
| Only the school | 51 | 12.1 |
| Home and school | 103 | 24.5 |
| Home, school and others | 266 | 63.3 |
| **Total** | **420** | **100.0** |

The Table-1.5 shows the available sources for the students to learn English. It is found that majority of 63.3 percent students to learn English at home, schools and other institutes, followed by 24.5 percent of students to learn English at home & school and least 12.1 percent of student to learn English only at school.

**Table-1.6: Methods followed by the teacher to teach the students in English**

| Response | Frequency | Percent |
|---|---|---|
| Explain English words in Telugu | 113 | 26.9 |
| Explain in simple English | 114 | 27.1 |
| Explain both in English & Telugu | 193 | 46.0 |
| **Total** | **420** | **100.0** |

The methods followed by the teacher to teach the students in English are represented in the Table-1.6. The data reveals that 46.0 percent of teachers explain both in English & Telugu, 27.1 percent of teachers explain in simple English and 26.9percent of teachers explain English words in Telugu.

**Table-1.7: Strategies mostly adopt by the students to learn English words**

| Response | Frequency | Percent |
|---|---|---|
| Follow dictionary | 83 | 19.8 |
| Guessing from textual context | 62 | 14.8 |
| Ask teacher for meaning | 90 | 21.4 |
| Ask classmates for meaning | 81 | 19.3 |
| All the above | 104 | 24.8 |
| **Total** | **420** | **100.0** |

The Table-1.7 indicates the strategies mostly adopt by the students to learn English words. It is noticed that 19.8 percent said that they learn English words by following dictionary, 14.8 percent said that they learn English words by guessing from textual context, 21.4 percent said that they ask teacher for meaning of the words,
19.3 percent said that they ask classmates for meaning of the words and 24.8 percent said all the above statements in the given table.

**Table-1.8: Kind of dictionary the students follow to learn English words**

| Response | Frequency | Percent |
|---|---|---|
| English to Telugu | 123 | 29.3 |
| Telugu to English | 106 | 25.2 |
| English to Telugu to English | 98 | 23.3 |
| English to English | 93 | 22.1 |
| **Total** | **420** | **100.0** |

The kind of dictionary the students follow to learn English words are presented in the Table-1.8. The data reveals that 29.3 percent of students follow English to Telugu dictionary, followed by 25.2 percent of students follow Telugu to English dictionary, 23.3 percent of students follow English to Telugu to English dictionary and 22.1 percent of students follow English to English dictionary.

**Table-1.9: Students find problems in the area while learning English**

| Problems | Frequency | Percent |
|---|---|---|
| In understanding English | 59 | 14.0 |
| In speaking English | 76 | 18.1 |
| In reading English | 55 | 13.1 |
| In writing English | 50 | 11.9 |
| Listening English | 48 | 11.4 |
| All the above | 132 | 31.4 |
| **Total** | **420** | **100.0** |

The Table-1.9 represents the students find problems in the area while learning English. Regarding to the data, it shows that 14.0 percent of students found problem in understanding English, 18.1 percent of students found problem in speaking English, 13.1 percent of students found problem in reading English, 11.9 percent of students found problem in writing English, 11.4 percent of students found problem in listening English and 31.4 percent of students found all the problems mentioned in the above table.

**Table-1.10: Weakness areas of students in learning English**

| Reasons | Frequency | Percent |
|---|---|---|

| | | |
|---|---|---|
| Pronunciation | 76 | 18.1 |
| Spelling | 81 | 19.3 |
| Grammar | 91 | 21.7 |
| Meaning | 74 | 17.6 |
| All the above | 98 | 23.3 |
| **Total** | **420** | **100.0** |

The weakness areas of students in learning English are shown in the Table-

1.10. The data reveals that 18.1 percent of students said that they are weak in pronunciation, 19.3 percent of students said that they are weak in spelling, 21.7 percent of students said that they are weak in grammar, 17.6 percent of students said that they are weak in meaning and 23.3 percent of students said that they are weak in above mentioned areas.

**Table-1.11: Reasons expressed by the students to study in English medium**

| **Reasons** | **Frequency** | **Percent** |
|---|---|---|
| To develop communication skills | 98 | 23.3 |
| To go for higher education | 100 | 23.8 |
| To set competitive achievement | 94 | 22.4 |
| Social prestige | 63 | 15.0 |
| All the above | 65 | 15.5 |
| **Total** | **420** | **100.0** |

The Table-1.11 presents the reasons expressed by the students to study in English medium. Regarding to the data as many as 23.3 percent of student said that they study English medium to develop communication skills, 23.8 percent of student said that they study to go for higher education, 22.4 percent said that they study to set competitive achievement, 15.0 percent said that they study English medium for social prestige and 15.5 percent said above all the reasons mentioned in the table.

**1.3 Performance of Students in English Medium High School**
Since, one of the objectives of this research is to study the performance of students in

English medium high schools, the perceptions of the 8th, 9th and 10th class students in government high schools have been collected and presented in the following tables and analysed by percentages, scores, mean and standard deviations.

**Table-1.12: Perceptions of students on problems in understanding skills inEnglish language**

| SL. No | Statements | Yes | Some times | No | Total |
|---|---|---|---|---|---|
| 1 | Differentiate sounds in English language that seemed to sound alike | 206 (49.0) | 108 (25.7) | 106 (25.2) | **420 (100.0)** |
| 2 | Understand the strong and weak forms of the same word | 199 (47.4) | 113 (26.9) | 108 (25.7) | **420 (100.0)** |
| 3 | Stress and intonation patterns of English interfere with my listening comprehension | 163 (38.8) | 132 (31.4) | 125 (29.8) | **420 (100.0)** |
| 4 | Find difficult to guess the meaning of unknown words by linking them to known words | 155 (36.9) | 145 (34.5) | 120 (28.6) | **420 (100.0)** |
| 5 | Find difficult to understand the texts with difficult grammatical structures. | 156 (37.1) | 135 (32.1) | 129 (30.7) | **420 (100.0)** |
| 6 | Face difficulty in finding out the other meanings which are not clearly stated | 153 (36.4) | 137 (32.6) | 130 (31.0) | **420 (100.0)** |
| 7 | Find difficult to understand the contradictory and ambiguous sentences | 211 (50.2) | 113 (26.9) | 96 (22.9) | **420 (100.0)** |
| 8 | Find difficult to provide appropriate feedback to the speaker | 153 (36.4) | 140 (33.3) | 127 (30.2) | **420 (100.0)** |

The perceptions of students on problems in understanding skills in English language are represented in the Table-1.12. It is noticed that 49.0 percent opined yes,
25.7 percent opined some times and 25.2 percent opined no towards the differentiate sounds in English language that seemed to sound alike. It is observed that 47.4 percent said yes, 26.9 percent said some times, 25.7 percent said no towards understand the strong and weak forms of the same word. The data shows that 38.8 percent felt yes, 31.4 percent felt some times, 29.8 percent felt no towards stress and intonation patterns of English interfere with my listening comprehension.

It is found that 36.9 percent opined yes, 34.5 percent opined some times, 28.6 percent opined no, towards find difficult to guess the meaning of unknown words by linking them to known words. The data reveals that 37.1 percent said yes, 32.1 percent said some times, 30.7 percent said no towards the find difficult to understand the texts with difficult grammatical structures.

According to the data it is observed that 36.4 percent felt yes, 32.6 percent felt some times and 31.0 percent felt no, towards the face difficulty in finding out the other meanings which are not clearly stated. It is found that 50.2 percent opined yes, 26.9 percent opined some times, 22.9 percent opined no, towards the find difficult to understand the contradictory and ambiguous sentences and finally 36.4 percent said yes, 33.3 percent said some times, 30.2 percent said no, towards the Find difficult to provide appropriate feedback to the speaker.

The Table-1.13 shows the perceptive score analysis on problems of students in understanding skills in English language. There are 8 statements and each one is carrying a score on the basis of perceptions of the respondents. Based on the perceptional score the ranks have been generated and the rank order analysis has been discussed in the following.

**Table-1.13: Perceptive score analysis on problems of students in understandingskills in English language**

| SL. No | Statements | Yes | Some times | No | Total |
|--------|-----------|-----|-----------|-----|-------|
| | **Scale Value (SV)** | **3** | **2** | **1** | |
| 1 | Differentiate sounds that seemed to sound alike | 206 | 108 | 106 | **420** |
| | **Frequency x Scale Value** | 618 | 216 | 106 | **940-II** |
| 2 | Understand the strong and weak forms of the same word | 199 | 113 | 108 | **420** |
| | **Frequency x Scale Value** | 597 | 226 | 108 | **931-III** |
| 3 | Stress and intonation patterns of English interfere with my listening comprehension | 163 | 132 | 125 | **420** |
| | **Frequency x Scale Value** | 489 | 264 | 125 | **878-IV** |
| 4 | Find difficult to guess the meaning of unknownwords by linking them to known words | 155 | 145 | 120 | **420** |
| | **Frequency x Scale Value** | 465 | 290 | 120 | **875-V** |
| 5 | Find difficult to understand the texts with difficult grammatical structures. | 156 | 135 | 129 | **420** |
| | **Frequency x Scale Value** | 468 | 270 | 129 | **867-VI** |
| 6 | Face difficulty in finding out the other meanings | 153 | 137 | 130 | **420** |

| | | | | | |
|---|---|---|---|---|---|
| | which are not clearly stated | | | | |
| | **Frequency x Scale Value** | 459 | 274 | 130 | **863-VIII** |
| 7 | Find difficult to understand the contradictory and ambiguous sentences | 211 | 113 | 96 | **420** |
| | **Frequency x Scale Value** | 633 | 226 | 96 | **955-I** |
| 8 | Find difficult to provide appropriate feedback tothe speaker | 153 | 140 | 127 | **420** |
| | **Frequency x Scale Value** | 459 | 280 | 127 | **866-VII** |
| | Total score | | | | **7175** |
| | Maximum Possible Score | 3 (Maximum score points) 420 (number of respondents) X 8 (number of statements) | | | **10080** |
| | Percentage of score | Total score for understanding skills in English language/Maximum Possible Score X 100 | | | **71.2** |
| | Average | | | | **896.9** |

From this above table, it can be understood that the 1st rank is given to "find difficult to understand the contradictory and ambiguous sentences" with a score value 955, followed by 2nd rank is given to "differentiate sounds that seemed to sound alike" which has secured a score value of 940. It is observed that 3rd rank is given to "understand the strong and weak forms of the same word" with a score value 931 and the 4th rank is given to "stress and intonation patterns of English interfere with my listening comprehension" which is carrying a score value of 878. It is found from the above table that 5th rank is given to "find difficult to guess the meaning of unknown words by linking them to known words" with a score value 875 and the 6th rank is given to "find difficult to understand the texts with difficult grammatical structures" with a score value 867. In this process the 7th rank is given to "find difficult to provideappropriate feedback to the speaker" with a score value 866 and the 8th rank is given to "face difficulty in finding out the other meanings which are not clearly stated" with a score value 863.

According to the scores of the 8 statements the total score obtained was 7175 and the average score is 896.9. Hence, the statements are separated by more positive and less positive statements based on their individual scores. Hence, the more positivestatements and less positive statements are listed below:

**More Positive**
1. Find difficult to understand the contradictory and ambiguous
2. Differentiate sounds that seemed to sound alike
3. Understand the strong and weak forms of the same word

**Less Positive**
1. Stress and intonation patterns of English interfere with my listening comprehension
2. Find difficult to guess the meaning of unknown words by linking them to known words
3. Find difficult to understand the texts with difficult grammatical structures
4. Find difficult to provide appropriate feedback to the speaker
5. Face difficulty in finding out the other meanings which are not clearly stated

**Table-1.14: Perceptive score differences of various demographic group students towards understanding skills in English Medium Schools**

| Particulars | Category | N | Mean | Std. Dev | Std. Err | f-value | p- value |
|---|---|---|---|---|---|---|---|
| Gender | Boy | 226 | 17.04 | 2.151 | 0.143 | 0.186 | 0.667 |
| | Girl | 194 | 17.13 | 2.326 | 0.167 | | |
| Class in studying | 8th | 133 | 17.17 | 2.305 | 0.200 | 0.893 | 0.410 |
| | 9th | 142 | 16.88 | 2.201 | 0.185 | | |
| | 10th | 145 | 17.20 | 2.194 | 0.182 | | |
| Medium of instruction | Telugu | 208 | 17.18 | 2.040 | 0.141 | 0.817 | 0.367 |
| | English | 212 | 16.99 | 2.406 | 0.165 | | |
| Father / Mother Occupation | Nil | 94 | 17.53 | 2.083 | 0.215 | 1.212 | 0.303 |
| | Employee (govt.) | 58 | 17.16 | 1.981 | 0.260 | | |
| | Employee (pvt.) | 88 | 17.00 | 2.264 | 0.241 | | |
| | Business | 63 | 16.94 | 2.583 | 0.325 | | |
| | professionals | 60 | 16.93 | 2.185 | 0.282 | | |
| | Self employee | 57 | 16.72 | 2.266 | 0.300 | | |
| Father / Mother Education | Illiterate | 96 | 17.35 | 1.984 | 0.202 | 0.795 | 0.529 |
| | Primary | 86 | 16.97 | 2.527 | 0.273 | | |
| | secondary | 82 | 16.84 | 2.263 | 0.250 | | |
| | Higher secondary | 80 | 17.24 | 2.367 | 0.265 | | |
| | College level | 76 | 16.97 | 1.986 | 0.228 | | |
| Father/Mother Income | Below 1.0 Lakhs | 140 | 17.51 | 2.069 | 0.175 | 2.226 | 0.065 |
| | 1.0-2.0 Lakhs | 74 | 16.70 | 2.280 | 0.265 | | |
| | 2.1 to 4.0 Lakhs | 72 | 17.10 | 2.351 | 0.277 | | |
| | 4.1 to 6.0 lakhs | 68 | 16.88 | 1.989 | 0.241 | | |
| | Above 6.0 lakhs | 66 | 16.80 | 2.513 | 0.309 | | |
| **Total** | | **420** | **17.08** | **2.231** | **0.109** | | |

The perceptive score differences of various demographic group students towards

understanding skills in English Medium Schools are shown in the Table-1.14.According to gender groups, it is observed that the highest average perceptive score of 17.13 perceived by girls than the average perceptive score of 17.04 perceived by boys,and their respective standard deviations are 2.326 and 2.151. Therefore, the calculatedf-value 0.186 is not significant because p-value is 0.667. This infers that there is no significant difference among gender group of students in their perceptions towards understanding skills in English Medium Schools.

Regarding to class in studying, it shows that the average perceptive score of 17.20 perceived by 10th class found higher than the other classes and least was 16.88 perceived by 9th class. And also their respective standard deviations are 2.194 and 2.201. With these mean and standard deviation differences the calculated f-value 0.893 is not significant because p-value is 0.410. This indicates that there is no significant difference among class in studying students towards understanding skills in English Medium Schools.

The table infers the medium of instruction, it is noticed that the highest average perceptive score of 17.18 perceived by telugu medium than the average perceptive score of 16.99 perceived by English medium, and their respective standard deviations are 2.040 and 2.406. Therefore, the calculated f-value 0.817 is not significant because p-value is 0.367. This infers that there is no significant difference in medium of instructions towards understanding skills in English Medium Schools.

With reference to father/mother occupation groups, it shows that the average perceptive score of 17.53 perceived by without any occupation found higher than the other occupation groups and the least average perceptive score of 16.72 perceived by self employees and their respective standard deviations are 2.083 and 2.266. With these mean and standard deviation differences the calculated f-value 1.212 not significant because the p-value is 0.303. This infers that there is no significant difference among father/mother occupation of students towards understanding skills in English Medium Schools.

Whereas in father/mother educational groups, it is observed that the highest average perceptive score of 17.35 perceived by illiterate than the other educational groups and the least average score of 16.84 perceived by secondary level of education and their respective standard deviation are 1.984 and 2.263. With these mean and standard deviation differences the calculated f-value 0.795 is not significant because the p-value is 0.529. This indicates that there is no significant difference among father/mother education of students towards understanding skills in English Medium Schools.

Regarding to the father/mother monthly income groups, it is noticed that the

average perceptive score of 17.51 is perceived  by below 1.0 lakh found higher than the other groups and the least was 16.70 is perceived by 1.0 to 2.0 lakhs and their respective standard deviations are 2.069 and 2.280. In this regard the calculated f- value 2.226 is not significant because the p-value is 0.065. This indicates that there is no significant difference among  father/mother monthly income of students towards the understanding skills in English Medium Schools.

**Figure- 1.1**



Perceptive score differences of various demographic group students towards understanding skills in English Medium Schools
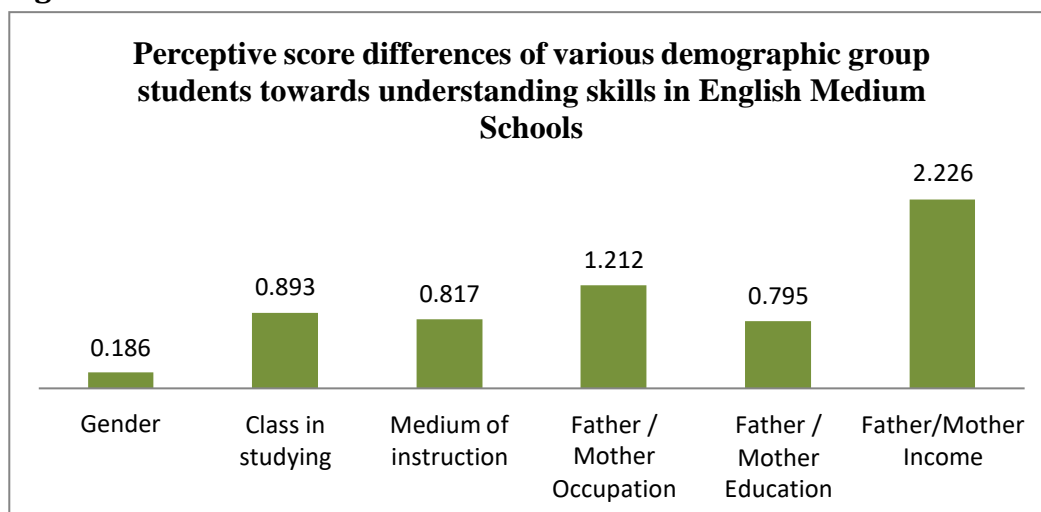
**Table-1.15: Perceptions of students on Vocabulary and Pronunciation Skills in English language**

| SL. No | Statements | Yes | Some times | No | Total |
|---|---|---|---|---|---|
| 1 | Pronounce the word properly | 177 (42.1) | 149 (35.5) | 94 (22.4) | **420 (100.0)** |
| 2 | Know which sound or word has to give stress | 150 (35.7) | 139 (33.1) | 131 (31.2) | **420 (100.0)** |
| 3 | Get stuck in middle of words and sentences when I encounter unfamiliar vocabulary | 163 (38.8) | 137 (32.6) | 120 (28.6) | **420 (100.0)** |
| 4 | Find reading materials something new and hard to deal with | 196 (46.7) | 121 (28.8) | 103 (24.5) | **420 (100.0)** |
| 5 | Found good at vocabulary and pronunciation of Englishwords | 175 (41.7) | 140 (33.3) | 105 (25.0) | **420 (100.0)** |
| 6 | I' can Understand what I read | 192 (45.7) | 123 (29.3) | 105 (25.0) | **420 (100.0)** |
| 7 | I find reading is difficult, laborious, and time consuming | 170 (40.5) | 141 (33.6) | 109 (26.0) | **420 (100.0)** |

The Table-1.15 represents the perceptions of students on Vocabulary and Pronunciation Skills in English language. It is noticed that 42.1 percent opined yes, 35.5 percent opined some times and 22.4 percent opined no towards pronounce the word properly. It is observed that 35.7 percent said yes, 33.1 percent said some times, 31.2 percent said no that they know which sound or word has to give stress. The data shows that 38.8 percent felt yes, 32.6 percent felt some times, 28.6 percent felt no towards get stuck in middle of words and sentences when I encounter unfamiliar vocabulary. It is found that 46.7 percent opined yes, 28.8 percent opined some times, 24.5 percent opined no, towards find reading materials something new and hard to deal with.

The data reveals that 41.7 percent said yes, 33.3 percent said some times, percent said no, towards that they found good at vocabulary and pronunciation ofEnglish words. According to the data it is observed that 45.7 percent felt yes, 29.3 percent felt some times and 25.0 percent felt no, that they can understand what I read and finally 40.5 percent opined yes, 33.6 percent opined some times, 26.0 percent opined no, that they find reading is difficult, laborious, and time consuming.

**Table-1.16: Perceptive score analysis on Vocabularyand Pronunciation Skills In English language**

| SL. No | Statements | Yes | Some times | No | Total |
|---|---|---|---|---|---|
| | **Scale Value (SV)** | **3** | **2** | **1** | |
| 1 | Pronounce the word properly | 177 | 149 | 94 | **420** |
| | **Frequency x Scale Value** | 531 | 298 | 94 | **923-III** |
| 2 | Know which sound or word has to give stress | 150 | 139 | 131 | **420** |
| | **Frequency x Scale Value** | 450 | 278 | 131 | **859-VII** |
| 3 | Get stuck in middle of words and sentences when Iencounter unfamiliar vocabulary | 163 | 137 | 120 | **420** |
| | **Frequency x Scale Value** | 489 | 274 | 120 | **883-VI** |
| 4 | Find reading materials something new and hard to deal with | 196 | 121 | 103 | **420** |
| | **Frequency x Scale Value** | 588 | 242 | 103 | **933-I** |
| 5 | Found good at vocabulary and pronunciation of English words | 175 | 140 | 105 | **420** |
| | **Frequency x Scale Value** | 525 | 280 | 105 | **910-IV** |
| 6 | I' can Understand what I read | 192 | 123 | 105 | **420** |
| | **Frequency x Scale Value** | 576 | 246 | 105 | **927-II** |
| 7 | I find reading is difficult, laborious, and time consuming | 170 | 141 | 109 | **420** |
| | **Frequency x Scale Value** | 510 | 282 | 109 | **901-V** |

| | | | | |
|---|---|---|---|---|
| Total score | | | | **6336** |
| Maximum Possible Score | 3 (Maximum score points) 120 (number of respondents)X 7 (number of statements) | | | **8820** |
| Percentage of score | Total score vocabulary and pronunciation skills in English language/Maximum Possible Score X 100 | | | **71.8** |
| Average | | | | **905.1** |

The perceptive score analysis on Vocabulary and Pronunciation Skills in English language are shown in the Table-1.16. There are 7 statements and each one is carrying a score on the basis of perceptions of the respondents. Based on the perceptional score the ranks have been generated and the rank order analysis has been discussed in the following.

From this above table, it can be understood that the 1st rank is given to "find reading materials something new and hard to deal with" with a score value 933, followed by 2nd rank is given to "I' can Understand what I read" which has secured a score value of 927. It is observed that 3rd rank is given to "pronounce the word properly" with a score value 923 and the 4th rank is given to "found good at vocabulary and pronunciation of English words" which is carrying a score value of 910.

It is found from the above table that 5th rank is given to "I find reading is difficult, laborious, and time consuming" with a score value 901 and the 6th rank is given to "get stuck in middle of words and sentences when I encounter unfamiliar vocabulary" with a score value 883. In this process the 7th rank is given to "know which sound or word has to give stress" with a score value 859.

According to the scores of the 7 statements the total score obtained was 6336 and the average score is 905.1. Hence, the statements are separated by more positive and less positive statements based on their individual scores. Hence, the more positivestatements and less positive statements are listed below:

**More Positive**
1. Find reading materials something new and hard to deal with
2. I' can Understand what I read
3. Pronounce the word properly
4. Found good at vocabulary and pronunciation of English words

**Less Positive**

1. I find reading is difficult, laborious, and time consuming
2. Get stuck in middle of words and sentences when I encounter unfamiliarvocabulary
3. Know which sound or word has to give stress

**Table-1.17: Perceptive score differences of various demographic group students towards vocabulary and pronunciation skills in English Medium Schools**

| Particulars | Category | N | Mean | Std.Dev | Std.Err | f-value | p- value |
|---|---|---|---|---|---|---|---|
| Gender | Boy | 226 | 15.05 | 2.139 | 0.142 | 0.113 | 0.736 |
| | Girl | 194 | 15.12 | 2.146 | 0.154 | | |
| Class in studying | 8th | 133 | 14.72 | 2.189 | 0.190 | 2.876 | 0.057 |
| | 9th | 142 | 15.29 | 2.182 | 0.183 | | |
| | 10th | 145 | 15.22 | 2.022 | 0.168 | | |
| Medium of instruction | Telugu | 208 | 15.10 | 2.116 | 0.147 | 0.021 | 0.885 |
| | English | 212 | 15.07 | 2.168 | 0.149 | | |
| Father / Mother Occupation | Nil | 94 | 15.13 | 2.054 | 0.212 | 0.181 | 0.970 |
| | Employee (govt.) | 58 | 15.02 | 1.752 | 0.230 | | |
| | Employee (pvt.) | 88 | 14.92 | 2.255 | 0.240 | | |
| | Business | 63 | 15.19 | 2.199 | 0.277 | | |
| | professionals | 60 | 15.18 | 2.296 | 0.296 | | |
| | Self employee | 57 | 15.12 | 2.292 | 0.304 | | |
| Father / Mother Education | Illiterate | 96 | 15.09 | 2.148 | 0.219 | 0.601 | 0.662 |
| | Primary | 86 | 15.09 | 2.004 | 0.216 | | |
| | secondary | 82 | 14.87 | 2.324 | 0.257 | | |
| | Higher secondary | 80 | 15.01 | 2.078 | 0.232 | | |
| | College level | 76 | 15.38 | 2.160 | 0.248 | | |
| Father/Mother Income | Below 1.0 Lakhs | 140 | 14.94 | 2.045 | 0.173 | 1.400 | 0.233 |
| | 1.0-2.0 Lakhs | 74 | 14.99 | 2.186 | 0.254 | | |
| | 2.1 to 4.0 Lakhs | 72 | 15.61 | 2.059 | 0.243 | | |
| | 4.1 to 6.0 lakhs | 68 | 14.91 | 2.549 | 0.309 | | |
| | Above 6.0 lakhs | 66 | 15.11 | 1.866 | 0.230 | | |
| **Total** | | **420** | **15.09** | **2.140** | **0.104** | | |

The Table-1.17 presents the perceptive score differences of various demographic group students towards vocabulary and pronunciation skills in English Medium Schools. According to gender-wise, the data shows that the highest average perceptive score of 15.12 perceived by girls than the average perceptive score of 5.05 perceived by boys, and their respective standard deviations are 2.146 and 2.139.

Therefore, the calculated f-value 0.113 is not significant because p-value is 0.736. This infers that there is no significant difference among gender-wise of students towards vocabulary and pronunciation skills in English Medium Schools.

With reference to class in studying, it shows that the average perceptive score of 15.29 perceived by 9th class found higher than the other classes and least was 14.72 perceived by 8th class. And also their respective standard deviations are 2.182 and 2.189. With these mean and standard deviation differences the calculated f-value 2.876 is not significant because p-value is 0.057. This indicates that there is no significant difference among class in studying of students towards vocabulary and pronunciation skills in English Medium Schools.

The table shows the medium of instruction, it is noticed that the highest average perceptive score of 15.10 perceived by Telugu medium than the average perceptive score of 15.07 perceived by English medium, and their respective standard deviations are 2.116 and 2.168. Therefore, the calculated f-value 0.021 is not significant because p-value is 0.885. This infers that there is no significant difference in medium of instructions towards vocabulary and pronunciation skills in English Medium Schools.

Regarding to father/mother occupation groups, it shows that the average perceptive score of 15.19 perceived by business found higher than the other occupation groups and the least average perceptive score of 14.92 perceived byprivate employees and their respective standard deviations are 2.199 and 2.255. With these mean and standard deviation differences the calculated f-value 0.181 not significant because the p-value is 0.970. This infers that there is no significant difference among father/mother occupation of students towards vocabulary and pronunciation skills in English Medium Schools.

Whereas in father/mother educational groups, it is observed that the highest average perceptive score of 15.38 perceived by college level than the other educational groups and the least average score of 14.87 perceived by secondary level of education and their respective standard deviation are 2.160 and 2.324. With these mean and standard deviation differences the calculated f-value 0.601 is not significantbecause the p-value is 0.662. This indicates that there is no significant difference among father/mother education of students towards vocabulary and pronunciation skills in English Medium Schools.

Regarding to the father/mother monthly income groups, it is noticed that the average perceptive score of 15.61 perceived by below 2.1 to 4.0 lakhs found higher than the other groups and the least was 14.91 perceived by 4.1 to 6.0 lakhs and their respective standard deviations are 2.059 and 2.549. In this regard the calculated f- value 1.400 is not significant because the p-value is 0.233. This indicates that there is no significant

difference among father/mother monthly income of students towards vocabulary and pronunciation skills in English Medium Schools.

**Figure- 1.2**
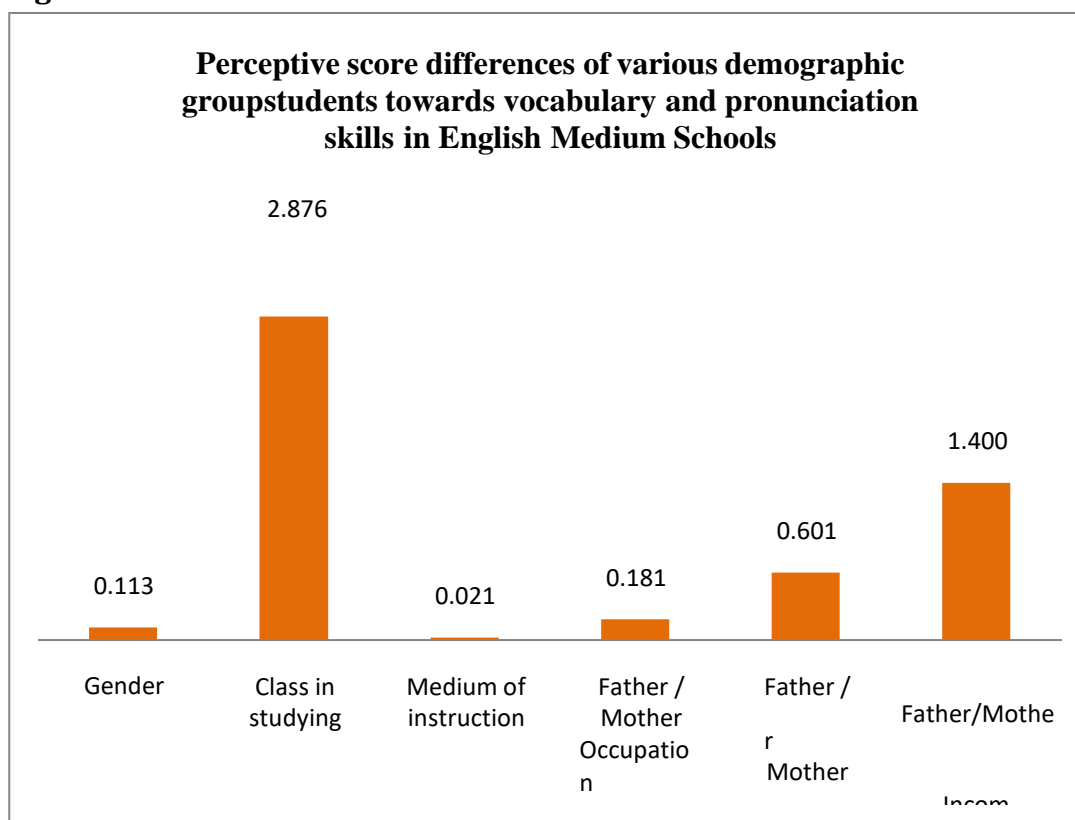


Table-1.18: Perceptions of students on Readings and Writing Skills in English language

| SL. No | Statement | Yes | Some times | No | Total |
|---|---|---|---|---|---|
| 1 | I can Pronounce the English word properly | 181 (43.1) | 161 (38.3) | 78 (18.6) | **420 (100.0)** |
| 2 | I know which sound or word has to give stress | 224 (53.3) | 142 (33.8) | 54 (12.9) | **420 (100.0)** |
| 3 | I can understand the rule of grammar in sentence construction | 182 (43.3) | 138 (32.9) | 100 (23.8) | **420 (100.0)** |
| 4 | Sometimes feel difficult in sentence forming in English | 160 (38.1) | 139 (33.1) | 121 (28.8) | **420 (100.0)** |
| 5 | I can express the idea properly in English but find it difficulty in using of strong words | 168 (40.0) | 165 (39.3) | 87 (20.7) | **420 (100.0)** |
| 6 | I can improve reading and writing skills in English medium | 183 (43.6) | 137 (32.6) | 100 (23.8) | **420 (100.0)** |

The perceptions of students on readings and writing skills in English language are represented in the Table-1.18. It is noticed that 43.1 percent opined yes, 38.3 percent opined some times and 18.6 percent opined no, that they can pronounce the English word properly. It is observed that 53.3 percent said yes, 33.8 percent said some times, 12.9 percent said no, that they know which sound or word has to give stress. The data shows that 43.3 percent felt yes, 32.9 percent felt some times and 23.8percent felt no, that they can understand the rule of grammar in sentence construction.It is found that 38.1 percent opined yes, 33.1 percent opined some times, 28.8 percent opined no, towards sometimes feel difficult in sentence forming in English.

The data reveals that 40.0 percent said yes, 39.3 percent said some times, 20.7 percent said no, that they can express the idea properly in English but find it difficulty in using of strong words and finally 43.6 percent felt yes, 32.6 percent felt some times and 23.8 percent felt no, that they can improve reading and writing skills in English medium.

**Table-1.19: Perceptive score analysis on Readings and Writing Skills in English language**

| SL. No | Statement | Yes | Sometimes | No | Total |
|---|---|---|---|---|---|
| | **Scale Value (SV)** | **3** | **2** | **1** | |
| 1 | I can Pronounce the English word properly | 181 | 161 | 78 | **420** |
| | **Frequency x Scale Value** | 543 | 322 | 78 | **943-II** |
| 2 | I know which sound or word has to give stress | 224 | 142 | 54 | **420** |
| | **Frequency x Scale Value** | 672 | 284 | 54 | **1010-I** |
| 3 | I can understand the rule of grammar in sentence construction | 182 | 138 | 100 | **420** |
| | **Frequency x Scale Value** | 546 | 276 | 100 | **922-IV** |
| 4 | Sometimes feel difficult in sentence formingin English | 160 | 139 | 121 | **420** |
| | **Frequency x Scale Value** | 480 | 278 | 121 | **879-VI** |
| 5 | I can express the idea properly in English but find it difficulty in using of strong words | 168 | 165 | 87 | **420** |
| | **Frequency x Scale Value** | 504 | 330 | 87 | **921-V** |
| 6 | I can improve reading and writing skills in English medium | 183 | 137 | 100 | **420** |
| | **Frequency x Scale Value** | 549 | 274 | 100 | **923-III** |
| | Total score | | | | **5598** |

| | | | | | |
|---|---|---|---|---|---|
| | Maximum Possible Score | (Maximum score points) 420 umber of respondents) X 6 (number of statements) | | | **7560** |
| | Percentage of score | Total score for readings and writingskills in English language/Maximum Possible ScoreX 100 | | | **74.0** |
| | Average | | | | **933.0** |

The Table-1.19 shows the perceptive score analysis on Readings and Writing Skills in English language. There are 6 statements and each one is carrying a score on the basis of perceptions of the respondents. Based on the perceptional score the ranks have been generated and the rank order analysis has been discussed in the following.

From this above table, it can be understood that the 1st rank is given to "I know which sound or word has to give stress" with a score value 1010, followed by 2nd rankis given to "I can pronounce the English word properly" which has secured a score value of 943. It is observed that 3rd rank is given to "I can improve reading and writing skills in English medium" with a score value 923 and the 4th rank is given to "I can understand the rule of grammar in sentence construction" which is carrying a score value of 922. It is found from the above table that 5th rank is given to "I can express the idea properly in English but find it difficulty in using of strong words" with a score value 921 and the 6th rank is given to "sometimes feel difficult in sentence forming in English" with a score value 879.

According to the scores of the 6 statements the total score obtained was 5598 and the average score is 933.0. Hence, the statements are separated by more positive and less positive statements based on their individual scores. Hence, the more positivestatements and less positive statements are listed below:

**More Positive**
1. I know which sound or word has to give stress
2. I can Pronounce the English word properly

**Less Positive**
1. I can improve reading and writing skills in English medium
2. I can understand the rule of grammar in sentence construction
3. I can express the idea properly in English but find it difficulty in using ofstrong words
4. Sometimes feel difficult in sentence forming in English

**Table-1.20: Perceptive score differences of various demographic group students towards readings and writing skills in English Medium Schools**

| Particulars | Category | N | Mean | Std. Dev | Std.Err | f-value | p- value |
|---|---|---|---|---|---|---|---|
| Gender | Boy | 226 | 13.27 | 1.972 | 0.131 | 0.378 | 0.539 |
| | Girl | 194 | 13.39 | 1.929 | 0.139 | | |
| Class in studying | 8th | 133 | 13.32 | 1.975 | 0.171 | 1.055 | 0.349 |
| | 9th | 142 | 13.50 | 1.942 | 0.163 | | |
| | 10th | 145 | 13.17 | 1.937 | 0.161 | | |
| Medium of instruction | Telugu | 208 | 13.40 | 2.038 | 0.141 | 0.613 | 0.434 |
| | English | 212 | 13.25 | 1.863 | 0.128 | | |
| Father / Mother Occupation | Nil | 94 | 13.20 | 1.805 | 0.186 | 0.818 | 0.537 |
| | Employee (govt.) | 58 | 13.03 | 1.816 | 0.238 | | |
| | Employee (pvt.) | 88 | 13.39 | 2.053 | 0.219 | | |
| | Business | 63 | 13.24 | 1.739 | 0.219 | | |
| | professionals | 60 | 13.50 | 2.198 | 0.284 | | |
| | Self employee | 57 | 13.67 | 2.107 | 0.279 | | |
| Father / Mother Education | Illiterate | 96 | 13.40 | 1.922 | 0.196 | 0.329 | 0.858 |
| | Primary | 86 | 13.29 | 1.933 | 0.208 | | |
| | secondary | 82 | 13.50 | 1.861 | 0.206 | | |
| | Higher secondary | 80 | 13.25 | 1.926 | 0.215 | | |
| | College level | 76 | 13.18 | 2.152 | 0.247 | | |
| Father/Mother Income | Below 1.0 Lakhs | 140 | 13.31 | 1.919 | 0.162 | 0.701 | 0.591 |
| | 1.0-2.0 Lakhs | 74 | 13.22 | 2.102 | 0.244 | | |
| | 2.1 to 4.0 Lakhs | 72 | 13.13 | 1.921 | 0.226 | | |
| | 4.1 to 6.0 lakhs | 68 | 13.41 | 1.918 | 0.233 | | |
| | Above 6.0 lakhs | 66 | 13.64 | 1.927 | 0.237 | | |
| **Total** | | **420** | **13.33** | **1.951** | **0.095** | | |

The perceptive score differences of various demographic group students towards reading and writing skills in English Medium Schools is presented in the Table-1.20. According to gender-wise, the data reveals that the highest average perceptive score of 13.39 perceived by girls than the average perceptive score of 13.27 perceived by boys, and their respective standard deviations are 1.929 and 1.972.

Therefore, the calculated f-value 0.378 is not significant because p-value is 0.539. This infers that there is no significant difference among gender-wise of students towards reading and writing skills in English Medium Schools. Regarding to class in studying, it is noticed that the average perceptive score of 13.50 perceived by 9th class found higher than the other classes and least was 13.17 perceived by 10th class. And also their respective standard deviations are 1.942 and 1.937. With these mean and standard deviation differences the calculated f-value 1.055 is not significant because p-value is 0.349. This indicates that there is no significant difference among class in studying of students

towards reading and writingskills in English Medium Schools.

The table infers the medium of instruction, it is noticed that the highestaverage perceptive score of 13.40 perceived by Telugu medium than the average perceptive score of 13.25 perceived by English medium, and their respective standard deviations are 2.038 and 1.863. Therefore, the calculated f-value 0.613 is not significant because p-value is 0.434. This infers that there is no significant difference in medium of instructions towards reading and writing skills in English Medium Schools. With reference to father/mother occupation groups, it shows that the average perceptive score of 13.67 perceived by self employees found higher than the other occupation groups and the least average perceptive score of 13.03 perceived by government employees and their respective standard deviations are 2.107 and 1.816. With these mean and standard deviation differences the calculated f-value 0.818 not significant because the p-value is 0.537. This infers that there is no significant difference among father/mother occupation of students towards reading and writing skills in English Medium Schools.Whereas father/mother educational groups, it is observed that the highest average perceptive score of 13.50 perceived by secondary level than the other educational groups and the least average score of 13.18 perceived by college level andtheir respective standard deviation are 1.861 and 2.152. With these mean and standarddeviation differences the calculated f-value 0.329 is not significant because the p- value is 0.858. This indicates that there is no significant difference among father/mother education of students towards reading and writing skills in English Medium Schools. Regarding to the father/mother monthly income groups, it is noticed that the average perceptive score of 13.64 is perceived by above 6.0 lakhs found higher than the other groups and the least was 13.13 is perceived by 2.1 to 4.0 lakhs and their respective standard deviations are 1.927 and 1.921. In this regard the calculated f- value 0.701 is not significant because the p-value is 0.591. This indicates that there is no significant difference among father/mother monthly income of students towards reading and writing skills in English Medium Schools.

**Figure- 1.3**



Perceptive score differences of various demographic groupstudents towards readings and writing skills in English Medium Schools
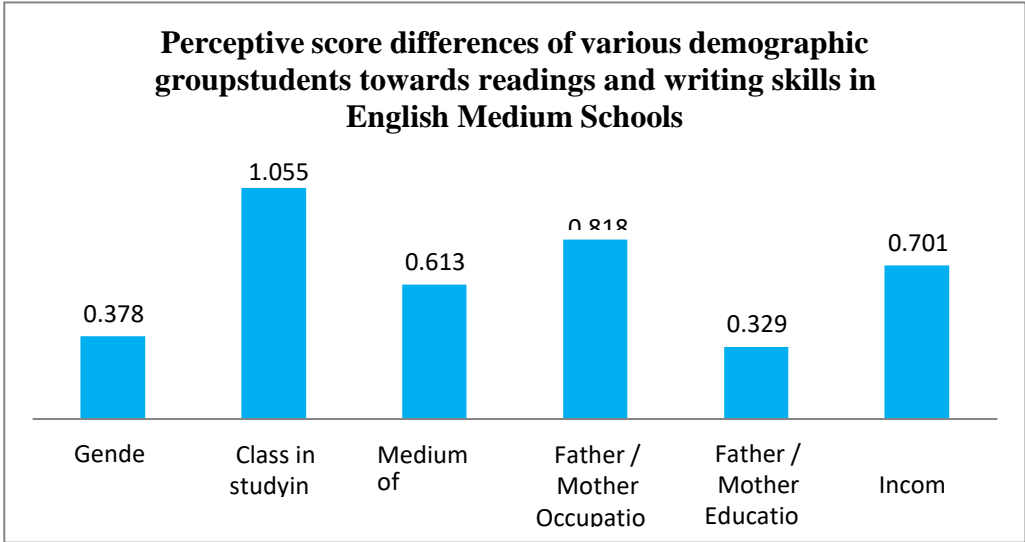
**Table-1.21: Perceptions of students on Grammar Skills in English language**

| SL. No | Statement | Yes | Some times | No | Total |
|---|---|---|---|---|---|
| 1 | Face difficulty in using plural from nouns | 188 (44.8) | 149 (35.5) | 83 (19.8) | **420 (100.0)** |
| 2 | Can use the degree of the adjective form properly | 201 (47.9) | 142 (33.8) | 77 (18.3) | **420 (100.0)** |
| 3 | Find difficult forming noun from verb/adjective/noun and vice versa | 209 (49.8) | 142 (33.8) | 69 (16.4) | **420 (100.0)** |
| 4 | Know the proper use of articles in the sentences | 164 (39.0) | 145 (34.5) | 111 (26.4) | **420 (100.0)** |
| 5 | Know the proper use of prepositions in the sentences | 158 (37.6) | 143 (34.0) | 119 (28.3) | **420 (100.0)** |
| 6 | Cannot use the correct tense of verbs in sentences | 184 (43.8) | 146 (34.8) | 90 (21.4) | **420 (100.0)** |
| 7 | Transformation of sentences is the area find most difficult | 170 (40.5) | 147 (35.0) | 103 (24.5) | **420 (100.0)** |
| 8 | When a word has lot of synonyms I feel confused which one hasto be used | 166 (39.5) | 153 (36.4) | 101 (24.0) | **420 (100.0)** |
| 9 | Get confused while using relational opposite words | 172 (41.0) | 153 (36.4) | 95 (22.6) | **420 (100.0)** |
| 10 | Sometimes I don't find the exact word to use in a sentence | 179 (42.6) | 138 (32.9) | 103 (24.5) | **420 (100.0)** |
| 11 | While using in a sentences I get confused with the words of similar sounds | 159 (37.9) | 147 (35.0) | 114 (27.1) | **420 (100.0)** |

The perceptions of students on grammar skills in English language are represented in the Table-1.21. It is noticed that 44.8 percent opined yes, 35.5 percent opined some times and 19.8 percent opined no, that the face difficulty in using plural from nouns. It is observed that 47.9 percent said yes, 33.8 percent said some times,

18.3 percent said no, that the can use the degree of the adjective form properly. The data shows that 49.8 percent felt yes, 33.8 percent felt some times, 16.4 percent felt notowards find difficult forming noun from verb/adjective/noun and vice versa. It is found that 39.0 percent opined yes, 34.5 percent opined some times, 26.4 percent opined no, towards know the proper use of articles in the sentences. The data reveals that 37.6 percent said yes, 34.0 percent said some times, 28.3 percent said no, towardsthe know the proper use of prepositions in the sentences.

According to the data it is observed that 43.8 percent felt yes, 34.8 percent felt some times and 21.4 percent felt no, towards cannot use the correct tense of verbs in sentences. It is found that 40.5 percent opined yes, 35.0 percent opined some times,

24.5 percent opined no, towards the transformation of sentences is the area find most difficult. From the data 39.5 percent said yes, 36.4 percent said some times, 24.0 percent said no, towards the when a word has lot of synonyms I feel confused which one has to be used, whereas 41.0 percent felt yes, 36.4 percent felt some times, 22.6 percent felt no, towards the get confused while using relational opposite words. It is observed that 42.6 percent opined yes, 32.9 percent opined some times, 24.5 percent opined no, towards the sometimes I don't find the exact word to use in a sentence and finally 37.9 percent said yes, 35.0 percent said some times, 27.1 percent said no, towards the while using in a sentences I get confused with the words of similar sounds.

The Table-1.22 shows the perceptive score analysis on grammar skills in English language. There are 11 statements and each one is carrying a score on the basis of perceptions of the respondents. Based on the perceptional score the ranks have been generated and the rank order analysis has been discussed in the following.

From this data, it can be understood that the 1st rank is given to "find difficult forming noun from verb/adjective/noun and vice versa" with a score value 980,followed by 2nd rank is given to "can use the degree of the adjective form properly" which has secured a score value of 964. It is observed that 3rd rank is given to "face difficulty in using plural from nouns" with a score value 945 and the 4th rank is given to "cannot use the correct tense of verbs in sentences" which is carrying a score value of 934.

**Table-1.22: Perceptive score analysis on Grammar Skills in English language**

| SL. No | Statement | Yes | Some times | No | Total |
|--------|-----------|-----|------------|-----|-------|
| | **Scale Value (SV)** | **3** | **2** | **1** | |
| 1 | Face difficulty in using plural from nouns | 188 | 149 | 83 | **420** |
| | **Frequency x Scale Value** | 564 | 298 | 83 | **945-III** |
| 2 | Can use the degree of the adjective form properly | 201 | 142 | 77 | **420** |
| | **Frequency x Scale Value** | 603 | 284 | 77 | **964-II** |
| 3 | Find difficult forming noun from verb/adjective/noun and vice versa | 209 | 142 | 69 | **420** |
| | **Frequency x Scale Value** | 627 | 284 | 69 | **980-I** |
| 4 | Know the proper use of articles in the sentences | 164 | 145 | 111 | **420** |
| | **Frequency x Scale Value** | 492 | 290 | 111 | **893-IX** |
| 5 | Know the proper use of prepositions in the sentences | 158 | 143 | 119 | **420** |
| | **Frequency x Scale Value** | 474 | 286 | 119 | **879-XI** |
| 6 | Cannot use the correct tense of verbs in sentences | 184 | 146 | 90 | **420** |
| | **Frequency x Scale Value** | 552 | 292 | 90 | **934-IV** |

| 7 | Transformation of sentences is the area find most difficult | 170 | 147 | 103 | **420** |
|---|---|---|---|---|---|
| | **Frequency x Scale Value** | 510 | 294 | 103 | **907-VII** |
| 8 | When a word has lot of synonyms I feel confusedwhich one  has to be used | 166 | 153 | 101 | **420** |
| | **Frequency x Scale Value** | 498 | 306 | 101 | **905-VIII** |
| 9 | Get confused while using relational opposite words | 172 | 153 | 95 | **420** |
| | **Frequency x Scale Value** | 516 | 306 | 95 | **917-V** |
| 10 | Sometimes I don't find the exact word to use in a sentence | 179 | 138 | 103 | **420** |
| | **Frequency x Scale Value** | 537 | 276 | 103 | **916-VI** |
| 11 | While using in a sentences I get confused withthe words of similar sounds | 159 | 147 | 114 | **420** |
| | **Frequency x Scale Value** | 477 | 294 | 114 | **885-X** |
| | Total score | | | | **10125** |
| | Maximum Possible Score | 3 (Maximum score points) 420(number of respondents) X 11(number of statements) | | | **13860** |
| | Percentage of score | Total score for grammar skillsin English language /Maximum Possible Score X 100 | | | **73.1** |
| | Average | | | | **920.4** |

It is found from the above table that 5th rank is given to "get confused while using relational opposite words" with a score value 917 and the 6th rank is given to "sometimes I don't find the exact word to  use in a sentence" with a score value 916. In this process the 7th rank is given to "transformation of sentences is the area find most difficult" with a score value 907 and the 8th  rank is given to "when a word has lot of synonyms I feel confused which one   has to be used" with a score value 905. The data shows 9th rank is given to "know the proper use of articles in the sentences" with a score value 893 and the 10th rank has been given to "while using in a sentencesI get confused with the words of similar sounds" which has secured a score value of 885. It is observed that 11th rank has been given to "know the proper use of prepositions in the sentences" which has secured a score value of 879.

According to the scores of the 11 statements the total score obtained was 10125 and the average score is 920.4. Hence, the statements are separated by more positive and

less positive statements based on their individual scores. Hence, the more positive statements and less positive statements are listed below:

**More Positive**
1. Find difficult forming noun from verb/adjective/noun and vice versa Can usethe degree of the adjective form properly
2. Face difficulty in using plural from nouns
3. Cannot use the correct tense of verbs in sentences

**Less Positive**
1. Get confused while using relational opposite words
2. Sometimes I don't find the exact word to use in a sentence
3. Transformation of sentences is the area find most difficult
4. When a word has lot of synonyms I feel confused which one has to be usedKnow the proper use of articles in the sentences
5. While using in a sentences I get confused with the words of similar sounds
6. Know the proper use of prepositions in the sentences 6

**Table-1.23: Perceptive score differences of various demographic group students towards grammar skills in English Medium Schools**

| Particulars | Category | N | Mean | Std. Dev | Std.Err | f-value | p- value |
|---|---|---|---|---|---|---|---|
| Gender | Boy | 226 | 24.04 | 2.625 | 0.175 | 0.303 | 0.582 |
| | Girl | 194 | 24.19 | 2.791 | 0.200 | | |
| Class in studying | 8th | 133 | 23.60 | 2.729 | 0.229 | 4.359* | 0.013 |
| | 9th | 142 | 24.21 | 2.539 | 0.211 | | |
| | 10th | 145 | 24.53 | 2.773 | 0.240 | | |
| Medium of instruction | Telugu | 208 | 23.86 | 2.669 | 0.185 | 3.455 | 0.064 |
| | English | 212 | 24.35 | 2.716 | 0.187 | | |
| Father / Mother Occupation | Nil | 94 | 24.39 | 2.941 | 0.303 | 0.614 | 0.689 |
| | Employee (govt.) | 58 | 23.72 | 2.648 | 0.348 | | |
| | Employee (pvt.) | 88 | 24.13 | 2.434 | 0.260 | | |
| | Business | 63 | 24.32 | 2.827 | 0.356 | | |
| | professionals | 60 | 23.90 | 2.615 | 0.338 | | |
| | Self employee | 57 | 23.98 | 2.722 | 0.361 | | |
| Father / Mother Education | Illiterate | 96 | 23.51 | 2.595 | 0.290 | 2.887* | 0.022 |
| | Primary | 86 | 23.70 | 2.917 | 0.335 | | |
| | secondary | 82 | 24.12 | 2.560 | 0.283 | | |
| | Higher secondary | 80 | 24.30 | 2.525 | 0.272 | | |
| | College level | 76 | 24.74 | 2.773 | 0.283 | | |
| | Below 1.0 Lakhs | 140 | 24.41 | 2.658 | 0.225 | | |

| Father/Mother Income | 1.0-2.0 Lakhs | 74 | 23.74 | 2.680 | 0.311 | 1.118 | 0.347 |
|---|---|---|---|---|---|---|---|
| | 2.1 to 4.0 Lakhs | 72 | 24.25 | 2.721 | 0.321 | | |
| | 4.1 to 6.0 lakhs | 68 | 23.76 | 2.666 | 0.323 | | |
| | Above 6.0 lakhs | 66 | 24.06 | 2.817 | 0.347 | | |
| **Total** | | **420** | **24.11** | **2.701** | **0.132** | | |

The perceptive score differences of various demographic group students towards grammar skills in English Medium Schools are represented in the Table-1.23.According to gender-wise, the data reveals that the highest average perceptive score of 24.19 perceived by girls than the average perceptive score of 24.04 perceived by boys, and their respective standard deviations are 2.791 and 2.625. Therefore, the calculated f-value 0.303 is not significant because p-value is 0.582. This infers that there is no significant difference among gender-wise of students towards grammar skills in English Medium Schools.

Regarding to class in studying, it is noticed that the average perceptive score of 24.53 perceived by 10$^h$ class found significantly higher than the other classes and least was 23.60 perceived by 8$^{th}$ class. And also their respective standard deviations are 2.773 and 2.729. With these mean and standard deviation differences the calculated f-value 4.359 is significant at 5% level because p-value is 0.013. This indicates that there is a significant difference among class in studying of students towards grammar skills in English Medium Schools.

The table infers the medium of instruction, it is noticed that the highestaverage perceptive score of 24.35 perceived by English medium than the average perceptive score of 23.86 perceived by Telugu medium, and their respective standard deviations are 2.716 and 2.669. Therefore, the calculated f-value 3.455 is not significant because p-value is 0.064. This infers that there is no significant difference in medium of instructions towards grammar skills in English Medium Schools.

With reference to father/mother occupation groups, it shows that the average perceptive score of 24.39 perceived by without any occupation found higher than the other occupation groups and the least average perceptive score of 23.72 perceived by government employees and their respective standard deviations are 2.941 and 2.648. With these mean and standard deviation differences the calculated f-value 0.614 not significant because the p-value is 0.689. This infers that there is no significant difference among father/mother occupation of students towards grammar skills in English Medium Schools.

Whereas father/mother educational groups, it is observed that the significantly highest average perceptive score of 24.74 perceived by college than the other educational groups and the least average score of 23.51 perceived by illiterate and
their respective standard deviation are 2.773 and 2.595. With these mean and standard

deviation differences the calculated f-value 2.887 is significant at 5% level because the p-value is 0.022. This indicates that there is a significant difference among father/mother education of students towards grammar skills in English Medium Schools.

Regarding to the father/mother monthly income groups, it is noticed that the average perceptive score of 24.41 is perceived by below 1.0 lakh found higher than the other groups and the least was 23.74 is perceived by 1.0 to 2.0 lakhs and their respective standard deviations are 2.658 and 2.680. In this regard the calculated f- value 1.118 is not significant because the p-value is 0.347. This indicates that there is no significant difference among father/mother monthly income of students towards grammar skills in English Medium Schools.

**Figure- 1.4**



**Perceptive score differences of various demographic group students towards grammar skills in English Medium Schools**
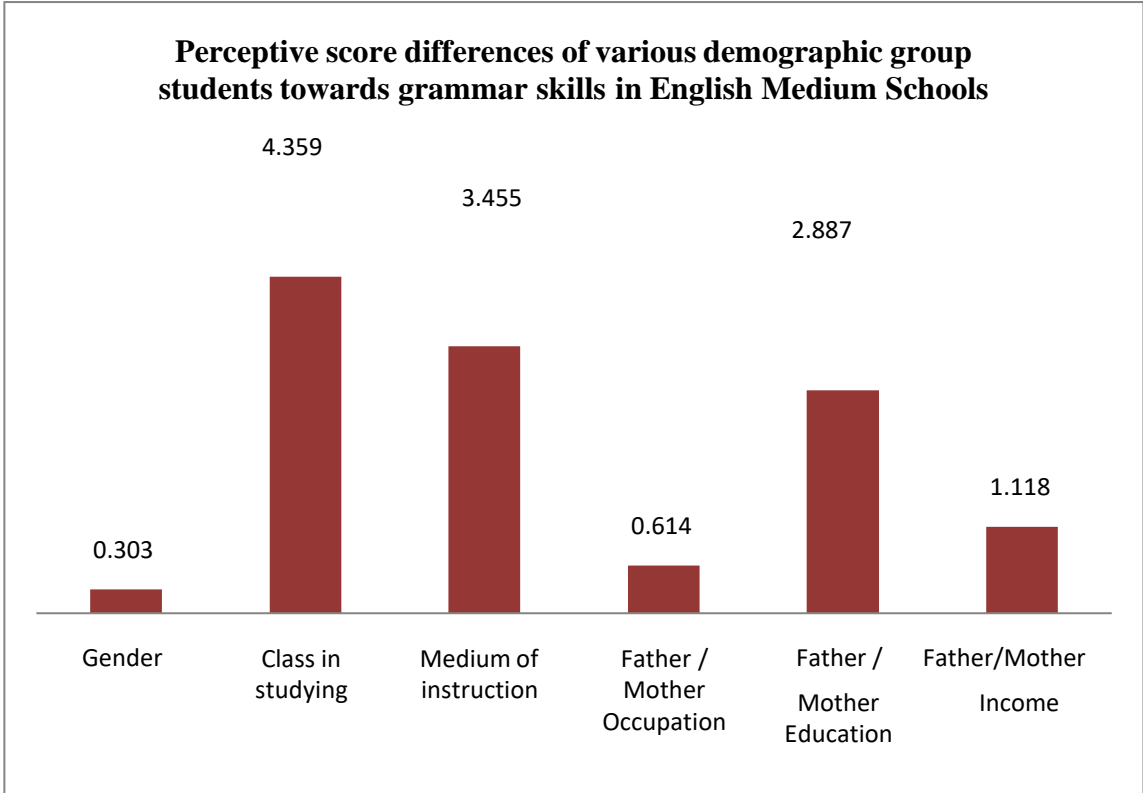
**Table-1.24: Perceptional analysis of students on impact of English medium In government high schools on performance of teachers and students**

| Category | Gender | Class in studying | Medium of instruction | Parents Occupation | Parents Education | Parents Income |
|---|---|---|---|---|---|---|
| students towards understanding skills | NS | NS | NS | NS | NS | NS |

| | | | | | | |
|---|---|---|---|---|---|---|
| students towards vocabulary and pronunciation skills | NS | NS | NS | NS | NS | NS |
| students towards readings and writing skills | NS | NS | NS | NS | NS | NS |
| students towards grammar skills | NS | S | NS | NS | S | NS |

**Conclusion**

The perceptional analysis of student on impact of English medium in government high schools on performance of teachers and students has been tested between and within the groups of various demographic variables of student sample. In their process the demographic variables used in this study are gender, class in study, medium of instruction, parent's occupation, parent's education and parent's income, whereas the impact of English medium has been measured with students understanding skills, vocabulary and pronunciation skills, reading and writing skills and grammar skills. Thus the perceptional score difference among the demographic groups of the students on the above said skills, in students indicate that there is no significant difference in understanding skills, vocabulary and pronunciation skills and reading difference found among different parent's education groups. Among different class group it is found that 10th class students found more grammar skills, and 8th class students found minimum grammar skills, whereas educated parent's children found high level of grammar skills and illiterate parent's children found less grammar skills. This infers that parent's literacy levels influence skills. This infers that parent's literacy levels influence on the English language skills of the students.

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