

To Study the Effect of Gender and Faculty of Aptitude and Achievement in English

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Abstract – Gender issues have been the subject of today's educational platform. While the literacy rate is higher among boys than girls, it is important to notice that girls are better off than boys in nearly all academic & other competitive exams. Academic achievement is perceived to be a crucial parameter for determining one's overall ability and capability. In this study analysis, the researcher studied and measured the gender gaps in the academic performance of the 10th grade students in the Salem & Sankari education districts of Tamil Nadu. The Ex-post Facto test approach was introduced in this review & annual exam marks earned by students (N=195,941: Boys-1,02,027 and Girls-93,914) in English in the last five years (2007-2011) were utilized as a metric to evaluate academic achievement.

Keywords - Academic Achievement, Gender Differences and English Language

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INTRODUCTION

The global production in English has raised the need for strong communication skills in English. It is a common belief among learners that speaking is more challenging than learning English & may be more necessary than other skills (Harmer 2007; Nunan 1999). It will be fitting to consider the term "Gender" here. It is a term that encompasses all boys & girls on the grounds of social justice & shared respect. Thus, throughout the current report, the researcher studied & measured the gender gaps in the academic achievement of 10th-class students in the Salem & Sankari educational districts of Tamil Nadu. The term English means when it is used as noun (with a plural verb) when it is used as adjective it can be understood as characteristics or culture of England or of its people. When we go into the origin of English we can derive it from England, one would think. But in fact the language name is found long before the country name. However, here English is considered as a school subject.

GENDER DIFFERENCES

A gender disparity is a differentiation between the biological and/or physiological features usually identified with either male or female or organisms in general. Although social sciences often concentrate on gender as a social concept on gender studies in particular, natural science work examines how biological variations between males & females affect the production of gender between humans. Gender is the features, either biological or social, that people identify as male & female.

ACADEMIC ACHIEVEMENT

Academic achievement is success in academic subjects or excellence in a specific course through academic achievement; we consider the output of the learner during the course of instruction & assessment in terms of marks & qualifications earned in a specified field of knowledge or skills learned after the course of instruction. according to C.V. Good(1973). Good. "Academic achievement is the awareness gained or the ability built in school subjects normally intended when test scores being allocated by the Instructor, or both."

LITERATURE REVIEW

Erten et al. (2009) published a report on "Sex gaps in academic performance amongst prospective Turkish teachers of English as a foreign language" among third-year students participating in the ELT (English Language Teaching) pre-service teaching program. While quantitative & qualitative data were obtained in the analysis by semi-structured interviews with a group of 38 students. The substance interpretation of the results showed that both male & female trainee teachers had differentiating views of social positions and as an aspect of those functions. They varied in the consistency and quantity of time & resources devoted to their scholarly studies. Girls registered both longer stretches of time & more successful metacognitive behavior than their male peers. The understanding of teaching as a occupation tended to be another critical element in the variations found. Female trainee teachers indicated more in-depth orientation towards the career while, as male

trainee teachers, they alluded to more extrinsic orientations, that appeared to specifically affect participants' participation in their academic commitment.

Raheem et al. (2012) in the research "Sex gaps and pupil academic achievement & retention in social studies within junior secondary schools in Ekiti State" Nigeria found no substantial gap in achievement mean scores and retention mean scores between male and female students in experimental & control classes. The research concluded that class had little important part to play in the success and survival of students in social studies. The study suggested that female students be supported further by parents, teachers and community in order to improve their untapped academic abilities and remove old gender prejudices toward them.

Ahmed et al. (2012) observed in the report "Impact of socio-economic status on achievement in secondary school education" that the academic achievement of boys & girls was the same, with girls not equivalent to boys. Yet there was a major gap in the technology achievement ratings of both higher and lower SES graduates. This was also noted that there was a great deal of disparity in the performance between high and middle class SES graduates.

Anura De Zoysa et al. (2015) This research explores variables that have an effect on students engaged in paying jobs when enrolled in a tertiary accounting program at a national Australian university. It explores the gaps in interaction between domestic & foreign students. No clear significant association has been established between paying jobs and academic success in the total research sample. There was a good association between paying jobs and academic success with regards to domestic graduates. However, a detrimental association regarding paying jobs and academic success has been found in the case of foreign students. A important positive association has been established between the changing job pattern of paying jobs and academic success.

Umar Goni et al. (2015) This research explores the disparities between class and academic performance among students at the Borno State College among Education. The report established one research goal, one research query and one research hypothesis. The population of this study includes all NCE students from three NCE awarding institutions in the state that were chosen for the analysis, Krejcie and Morgan sample selection strategies were used to pick (322) participants, and proportionate techniques were also used to draw 186 students out of 351 NCE III students from Kashim Ibrahim College of Education, Maiduguri and 136 students. Researchers used the Students' Academic Performance Aptitude Test (SAPAT) $r=0.62$. The T-test was used to test the hypothesis posed in this analysis. The findings showed that there were no significant differences

between gender & academic performance at the Colleges of Education in Borno State, thus the null hypothesis was accepted in favor of female students. The suggestion put out was that: male students therefore lack pocket capital, & state government would raise their annual scholarship to finance their academic activities.

OBJECTIVES

1. To evaluate and measure the academic performance of high school students (10th grade) in English (2007-2011).
2. To find out the gender differences among high school students in the academic achievement in English with regards to the following demographic variables.
 - a) Year wise (Quinquennial)
 - b) Educational District
 - c) Community
 - d) Type of School
 - e) Locality of School

HYPOTHESES OF THE STUDY

- There is a gradual increase in the academic achievement of secondary school students in English.
- There is no major gender difference in academic achievement in English with regard to the demographic variables listed above.

METHODOLOGY OF THE STUDY

In this analysis, the investigator followed the Ex-post Facto Research Approach to examine the gender disparity in the academic achievement of secondary school students in English, included all students studying in Grade 10 (N=195,941 students: Boys-1,02,027 & Girls-93,914) in the Salem & Sankari districts of Tamil Nadu for five years (2007-2011). The academic performance of students in English is calculated by the marks earned by students in the 10th grade annual test. Data were evaluated utilizing statistical methods like Mean, Standard Deviation & Differential Analysis (t-test) to evaluate the results.

DATA ANALYSIS

Table 1 Year-Wise (Quinquennial) Analysis of Gender Differences in Academic Achievement in English

YEAR	BOYS			GIRLS			t
	N	MEAN	SD	N	MEAN	SD	
2007	19587	45.02	17.40	17579	49.42	17.59	24.22*
2008	19759	49.52	19.68	17790	54.92	19.44	26.72*
2009	20457	51.66	18.46	19119	55.55	17.82	21.34*
2010	20801	50.36	18.96	19607	54.52	18.67	22.17*
2011	21423	53.26	20.12	19819	58.50	19.19	27.12*

* Significant at 0.01 Level Maximum Score 100

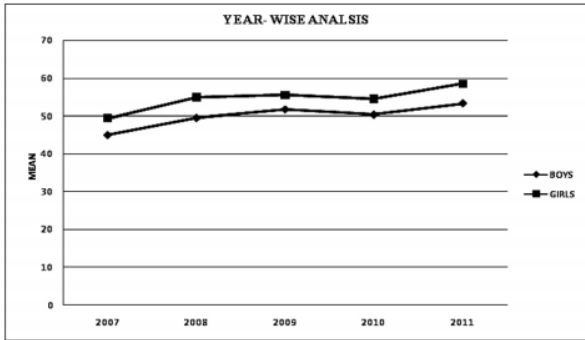


Figure 1 Mean Scores of Boys and Girls in English (2007-2011)

Table 1 indicates that the academic performance of students in English during the years 2007 to 2011 was reasonable. The report also reveals that there are substantial gender gaps in academic performance in English across all these five years. Girls' performance in English has been observed to be higher than boys. There is a steady rise in mean boys' grades from 45.2 (2007) to 53.26 (2011). This indicates the success in English has growing over time. Furthermore, average girls' scores have improved from 49.42 (2007) to 58.50 (2011). The five-year study of academic achievement in English reveals that student academic achievement levels in English have improved, but are also not up to the mark.

Table 2 - Gender Differences in English Achievement in the two Educational Districts- Sankari and Salem

Educational District	YEAR	BOYS			GIRLS			t
		N	MEAN	SD	N	MEAN	SD	
SANKARI	2007	7867	43.99	16.48	6396	47.58	16.72	12.85*
	2008	8024	47.65	18.21	6550	52.74	18.61	16.56*
	2009	8406	49.52	17.70	7097	54.19	17.45	16.49*
	2010	8420	49.31	17.75	7268	53.65	17.71	15.28*
	2011	8857	53.22	19.28	7376	59.02	18.47	19.53*
SALEM	2007	11720	45.71	17.79	11183	50.48	17.98	20.05*
	2008	11735	50.79	20.55	11240	56.19	19.79	20.28*
	2009	12051	53.16	18.82	12022	56.36	17.98	13.49*
	2010	12381	51.08	19.72	12339	55.03	19.19	15.96*
	2011	12566	53.28	20.69	12443	58.20	19.60	19.30*

* Significant at 0.01 Level

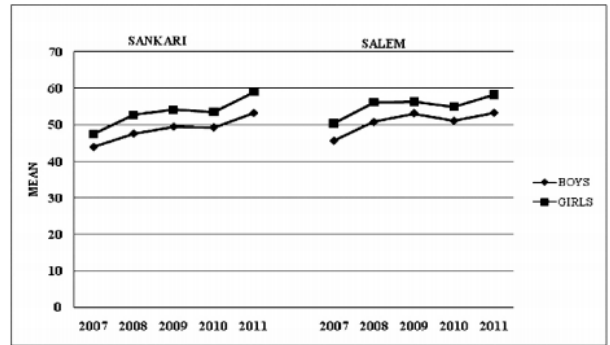


Figure 2 Mean Scores of Boys and Girls (Educational District Wise).

The data study in Table 2 indicates that the academic achievement of students in English is average in both the Salem & Sankari districts of education. In these five years (2007 – 2011) gender gaps have been shown to be relatively large and girls' success is higher than boys. It indicates that there is a steady increase in the overall student performance, but not quite high in English.

Table 3 Community Wise Analysis of Gender Differences in Academic Achievement in English

Community	YEAR	BOYS			GIRLS			t
		N	MEAN	SD	N	MEAN	SD	
OTHER COMMUNITY	2007	215	57.70	17.87	199	62.34	18.75	2.57**
	2008	209	60.52	21.05	183	68.69	17.33	4.21**
	2009	225	63.13	20.14	175	68.36	17.24	2.79**
	2010	202	60.60	19.51	189	65.26	18.58	2.42**
	2011	173	63.49	20.36	186	69.65	17.41	3.06**
BACKWARD COMMUNITY	2007	5405	50.80	18.21	5320	56.18	17.83	15.46*
	2008	5604	55.64	20.37	5284	61.97	19.04	16.76*
	2009	5635	57.56	18.91	5402	61.99	18.25	12.52*
	2010	5555	56.39	19.85	5532	61.20	18.85	13.08*
	2011	5453	59.32	20.33	5336	65.37	18.85	16.04*
MOST BACKWARD COMMUNITY	2007	9495	43.48	16.35	8019	47.65	16.54	16.69*
	2008	9525	47.87	18.66	8297	53.04	18.62	19.45*
	2009	10090	50.18	17.81	9203	54.09	16.99	15.62*
	2010	10517	48.98	18.14	9349	53.11	17.90	16.15*
	2011	10986	51.92	19.75	9485	57.55	18.62	20.96*
SCHEDULED CASTE COMMUNITY	2007	3910	40.83	16.64	3532	43.90	16.07	8.08*
	2008	3836	45.12	19.00	3593	49.42	18.77	9.81*
	2009	3924	47.27	17.35	3810	50.65	16.49	8.79*
	2010	3946	45.79	17.82	4034	49.29	17.61	8.82*
	2011	4252	49.24	19.30	4212	52.95	18.48	9.02*
SCHEDULED TRIBE COMMUNITY	2007	562	39.65	15.39	509	40.10	15.34	NS
	2008	585	42.58	17.43	433	44.55	17.18	NS
	2009	583	45.40	15.29	529	46.24	14.92	NS
	2010	581	44.89	16.68	503	45.24	14.93	NS
	2011	559	47.72	16.70	600	48.19	15.60	NS

* Significant at 0.01 Level
Significant at 0.05 Level
NS- Not Significant

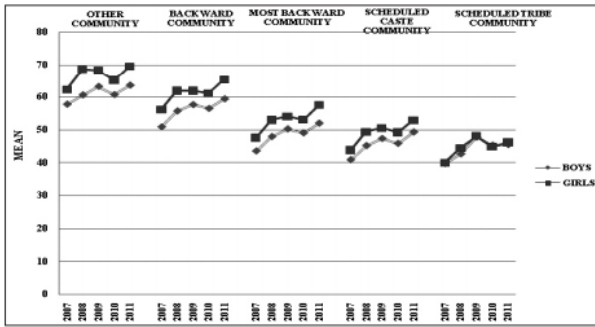


Figure 3 Mean Scores of Boys and Girls (Community Wise)

The findings shown in Table 3 suggest that the academic achievement of students belonging to Other Groups is above average, that of Backward & Most Backward Classes, while that of students related to Scheduled Caste & Scheduled Tribe groups in English is below average. Population wise research reveals that the success of girls is better than that of boys in all populations over the years (2007 – 2011), and it is noted that there is a substantial gap between boys & girls in their academic achievement in English, including students from the Scheduled Tribal class.

Table 4 Gender Differences in Academic Achievement in English Based on Type of School.

Type of School	YEAR	BOYS			GIRLS			t
		N	MEAN	SD	N	MEAN	SD	
GOVERNMENT SCHOOL	2007	13880	41.68	16.16	13672	46.38	16.52	23.83 *
	2008	13914	45.76	18.41	13731	51.65	18.51	26.50 *
	2009	14298	47.98	17.32	14878	52.81	17.02	24.01 *
	2010	14595	46.57	17.86	15408	51.40	17.84	23.39 *
	2011	14432	49.34	19.31	15223	55.47	18.66	27.79 *
GOVERNMENT AIDED SCHOOL	2007	2945	52.31	17.35	2958	60.10	16.93	17.47 *
	2008	2931	55.73	19.82	3386	66.12	17.60	21.85 *
	2009	3510	58.89	18.26	3419	64.69	17.12	13.65 *
	2010	3002	56.47	18.23	3393	65.56	16.57	20.76 *
	2011	3387	58.14	18.76	3748	67.02	17.16	20.77 *
MATRICULATION SCHOOL	2007	2762	54.00	18.00	949	60.01	17.42	9.08 *
	2008	2914	61.18	19.33	673	65.26	21.91	4.45 *
	2009	2649	61.95	17.91	822	67.14	17.43	7.40 *
	2010	3205	61.89	18.35	805	67.61	18.80	7.74 *

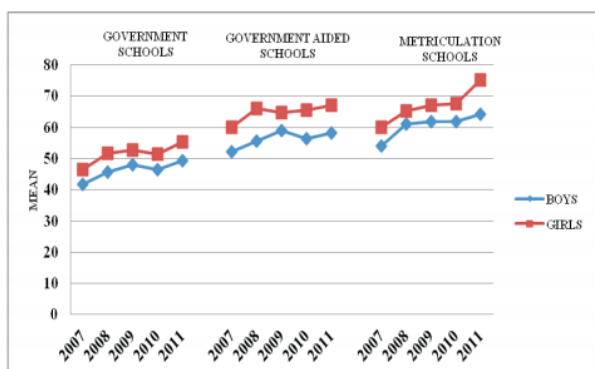


Figure 4 Mean Scores of Boys and Girls in English (Type of Schools)

Table 4 indicates that the academic performance of students enrolled in private schools is normal, whereas that of private aided and enrolment schools

is above normal. In these years, gender gaps in academic achievement in English have been found to be high. Girls' success in English has been found to be higher than boys across all five years and it has been seen that gender gaps are found to be substantially higher in the academic achievement of English among college, college aided and enrolment schools.

Table 5 Gender Differences in Academic Achievement in English Based on Locality of School

Locality of School	YEAR	BOYS			GIRLS			t
		N	MEAN	SD	N	MEAN	SD	
RURAL	2007	11939	44.40	17.15	8988	46.37	16.38	8.45 *
	2008	11925	49.26	19.28	9217	51.48	18.57	8.49 *
	2009	12730	51.41	18.28	10188	52.90	16.90	6.39 *
	2010	13157	50.17	18.87	10569	51.71	18.05	6.41 *
	2011	13495	53.94	20.05	10693	56.11	19.06	8.59 *
URBAN	2007	7648	45.98	17.77	8591	52.62	18.24	23.45 *
	2008	7834	49.91	20.28	8573	58.61	19.67	27.84 *
	2009	7727	52.07	18.74	8931	58.58	18.35	22.56 *
	2010	7644	50.69	19.13	9038	57.80	18.84	24.05 *
	2011	7928	52.09	20.18	9126	61.32	18.97	30.60 *

* Significant at 0.01 Level

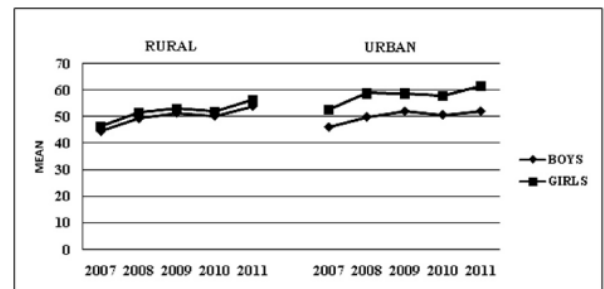


Figure 5 Mean Scores of Boys and Girls in English as per Locality

The findings of Table 5 indicate that the academic performance of rural and urban school students in English has improved. Across these five years, girls' success has been better than boys across both rural and urban colleges. The study, focused on the locality of the students, found that statistically, there was a substantial gap between boys & girls in their academic achievement in English.

RESULT AND DISCUSSION

Based on the results, it has been found that all five years of academic success among students in English were normal and that there is a steady increase in the overall student grades in their academic performance in English. Therefore, Hypothesis 1, i.e. there is a steady rise in the academic achievement of high school students in English, is acknowledged. The study focused on various demographic factors found that girls had a higher mean score relative to boys in their academic performance in English during the past five years (2007-2011). It means that the girls did higher than the boys in the English language. In both school districts (Sankari and Salem), girls

reported higher academic success in language than youth. Group wise research indicates that girls displayed better results, even in the proposed tribe group. There is no substantial gap between boys and girls in their academic achievement in language within the tribe population. The study further reveals that there is a racial gap in the academic performance in English in comparison to certain demographic factors. Therefore, Hypothesis 2, there is no major gender gap in academic achievement in English among secondary students, except in the Scheduled Tribe class student academic achievement in English. School boys ought to be more inspired than their peers to produce successful outcomes in the English language. Their academic success in language needs to be enhanced and matched with the output of children. The identity of the student may have influenced their results. Teachers that need to be more attentive to the specific interests of both male and female students. Caution will also be given in training the sexes. Once educational outcomes are announced, it is noticed that many pupils have used 100 per cent in English and other schools have provided 100 per cent in tests. However, this research and appraisal reveals that the average academic performance in English remains a hurdle to enhancing the standard of education. The reality that English is a second language influences the potential existence of students to join the field of education. Teachers, Chief Education Officers (CEOs), District Education Officers (DEOs) and Directorates will also take steps to raise the standard of academic achievement and concentrate on reducing the gender disparity in academic achievement in English.

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