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“AN ANALYSIS OF THE INFLUENCE OF ACHIEVEMENT AND INTEREST ON TEACHING ENGLISH IN RELATION TO SECONDARY SCHOOL STUDENTS”

Dr. Praveen Kumar

Asst. Prof.

(Department of Teacher Education)
S.P.P.G. College Shohratgarh,
Siddhartnagar

Dr. Umesh Chandra

Asst. Prof.

(Department of Teacher Education)
Ganjdundwara College,
Ganjdundwara, Kasganj

Abstract:

English is now the most widely spoken language worldwide. Teachers need to have a strong grasp of the subject matter, along with a solid understanding of both the theoretical and practical aspects of teaching English, as the world has become fully globalized. Effective communication is crucial in today's interconnected world, making English a vital language to focus on. It represents opportunity, social progress, influence, and prestige. English serves as an accessible means of communication in the global arena. In India, it is taught as a second language in Hindi-Medium schools.

This study explores the relationship between students' academic performance and their interest in learning English, and how these factors together influence teaching effectiveness at the secondary school level. Academic achievement, evaluated through assessments and language proficiency, reflects students' understanding of the material. Interest, driven by enthusiasm and motivation, is essential for maintaining engagement and creating a positive learning environment.

The study emphasizes the importance of teaching strategies that balance both academic achievement and intrinsic motivation. Suggestions include incorporating engaging activities, using technology, and adapting instruction to accommodate diverse student needs. The research adds to the growing knowledge of language education and offers practical recommendations for educators, curriculum developers, and policymakers aiming to improve English teaching at the secondary school level.

Keyword(s): Achievement, Interest, Teaching of English, Secondary Level School Students

INTRODUCTION:

Since English is not a native language but a foreign one, the current state of English language teaching and learning is not very effective. In many states of India, such as Uttar Pradesh, Bihar, Madhya Pradesh, and others, English is introduced starting from the 5th grade. As a result, the level of achievement in English is relatively low across the country. Psychological factors like intelligence, interest, and attitude toward English play a crucial role in determining students' academic success in the language. However, there is still a significant issue with the lack of qualified English teachers in schools. Many teachers, who are not adequately proficient or have limited vocabulary in English, tend to teach without proper training, leading to poor results. Consequently, both students and teachers struggle to achieve proficiency in the language.

The English language has secured a significant position in India in the present century, serving multiple purposes. Its role is most prominent as a second language. Some even compare learning English to "bitter medicine"—something a patient may not want to take but does so to cure their illness. The scope of English language teaching in India is vast and diverse, with its instructional methods differing from those of other subjects. English teaching covers two main areas: language instruction and literature teaching, and the language has become an integral part of the Indian education system. It remains the medium of instruction in schools, colleges, and universities, and is also included as a subject in school curricula. For over a century and a half, Indian intellectuals have been studying English, which has intertwined with the fabric of Indian culture. As a result, English has become a widely spoken language among Indians, due to its connection to various aspects of Indian life.

The teaching and learning of English at the secondary school level plays a vital role in developing students' language skills and overall academic growth. Two important factors that impact the effectiveness of English instruction are students' academic performance and their interest in the subject. Academic achievement reflects their proficiency and understanding of the language, while interest highlights their motivation and enthusiasm for learning.

This study aims to examine the connection between these two factors and their influence on teaching methods and learning outcomes. Gaining insight into this relationship can help educators adjust their strategies, promote student engagement, and improve language learning among secondary school students. This introduction lays the groundwork for exploring how academic achievement and interest play a role in the effectiveness of English instruction at this crucial stage of education.

SIGNIFICANCE OF THE STUDY:

This study is important because it can help improve English language teaching practices in secondary schools. By exploring the connection between students' academic performance and their interest in learning English, the research offers valuable insights for teachers, curriculum developers, and policymakers. Understanding how achievement and interest interact allows educators to create more effective teaching strategies. Customized methods can cater to students' various needs, enhancing engagement and learning results. The study emphasizes the importance of interest in motivating students. By identifying factors that inspire curiosity and enthusiasm, educators can foster a more engaging and supportive learning atmosphere.

The current study can guide the creation of curricula that align with students' academic abilities and interests, ensuring that the material is both engaging and appropriately challenging. Policymakers can use the insights from this research to design policies that support the overall development of students in language education, emphasizing a balance between achievement-focused goals and fostering intrinsic motivation. By addressing the factors influencing English teaching, this study helps improve language proficiency among secondary school students, providing them with essential communication skills for future academic and career success. Ultimately, this research highlights the importance of tailoring teaching methods to students' academic levels and interests, paving the way for a more effective and enjoyable English learning experience at the secondary school level.

To master any language, it is necessary to understand its grammatical rules, as every language has its own set of grammar guidelines. This is true for English as well. To gain proficiency in English, students must focus on the four major language skills: reading, writing, listening, and speaking. Speaking and writing are productive skills that allow students to express themselves and strengthen their command of the language, while listening and reading are receptive skills that help students enhance their comprehension of the content. English language is a link language into the only language which is understood in all Indian states in addition to being unifying force in our country.

1. English is an official language of Administration.
2. English is the court language.
3. English is the language of Industrial trade and Commerce.
4. It has an important role in social life. The educated and sophisticated section of the society finds it more convenient to talk in English.
5. English as a window to modern world.

English is a vast repository of knowledge that humanity has acquired and continues to expand, all facilitated by language skills. To master English, it is essential to focus on all language skills, particularly expressive or productive skills such as speaking and writing. According to our study, writing is a fundamental and crucial skill that plays a significant role in fostering fluent communication in society. Writing holds a key position in developing the ability to express thoughts clearly. It strengthens oral and reading skills, as it helps organize and articulate ideas, allowing a person to present different points of view coherently, which would be challenging without the aid of writing. Referring to the importance of writing **Bacon says** "Reading makes a full man conference a ready man and writing an exact man."

Mahatma Gandhi has also emphasized the importance of writing by saying "fair and legible handwriting makes a man perfect in all walks of life."

REVIEW OF RELATED LITERATURE:

The literature review offers a thorough overview of previous research and theories that examine the impact of achievement and interest on English teaching at the secondary school level. This section highlights important themes and identifies gaps in existing studies, providing a solid foundation for the current research.

The relationship between achievement, interest, and effective teaching has been a central focus in educational research, particularly in the context of English language instruction. Several studies have examined how students' academic performance and their level of interest in a subject affect both their learning outcomes and the methods used by educators.

Research indicates that academic achievement is closely linked to a student's ability to engage with the material and to their motivation to improve. High-achieving students often demonstrate greater interest and intrinsic motivation, while those with lower academic performance may struggle to maintain interest, which in turn affects their learning outcomes. Studies by **Smith (2019)** and **Johnson & Lee (2020)** highlight how achievement can influence students' willingness to participate in English language learning activities, particularly in reading and writing.

Interest, as a key component of motivation, is equally important in fostering a productive learning environment. According to **Brown & Green (2018)**, when students are interested in the content, they are more likely to be engaged, resulting in better performance. This is particularly relevant to English language learning, where students' interest in the subject can impact their development of key skills, such as reading, writing, speaking, and listening.

Several studies have focused on the role of interest in shaping the effectiveness of teaching methods. **Roberts (2017)** found that students who are interested in learning English tend to

develop better communication skills, as their enthusiasm for the language enhances their ability to express themselves. On the other hand, a lack of interest can lead to disengagement, making it more difficult for teachers to maintain a dynamic and effective classroom environment.

Despite the significant findings, gaps remain in understanding how teachers can tailor their approaches to account for varying levels of achievement and interest among students. While research suggests that differentiated teaching strategies can address diverse needs, there is a lack of studies focusing specifically on how teachers can balance these factors to create an inclusive and engaging classroom for all students.

Jessy Mathew (2018) in her study “Teaching English through Translation” concludes that translation remains a valuable tool in language learning and continues to be a topic of debate in the field of language teaching. The research highlights that translation is beneficial not only for acquiring vocabulary but also for understanding grammar and syntax in a simplified manner. Mathew concludes that translation aids students in developing all four language skills: listening, speaking, reading, and writing.

Swasti Dhar (2017), in her study “A Study of the Impact of Teaching English through Mind Maps on the Cognitive Abilities of Secondary School Students,” finds that the use of mind maps aligns with the learning theories of Edgar Dale (Cone of Experience) and David Ausubel (Theory of Meaningful Learning). The study emphasizes that mind maps, which integrate direct experiences with visual and verbal symbols, serve as a powerful technique to enhance learning and cognitive abilities in students.

Waseem Momin (2017) in his research “To Study the Effect of Audio-Visual Aids on the Achievement of 9th Grade Students in English” concludes that audio-visual aids have a significant positive impact on the teaching and learning process. The study finds that these aids contribute to desirable changes in students' behavior and help improve their achievement in English.

Ellis (2015) emphasized the role of formative assessments in enhancing students' achievement by providing timely feedback and identifying areas for improvement. Achievement also correlates with intrinsic and extrinsic motivation, where students' perceptions of success drive further engagement and learning outcomes.

Brown, (2007) highlighted that students with strong foundational knowledge and higher achievement levels are more likely to excel in advanced language tasks. Academic achievement in language learning is often measured through students' performance in assessments, mastery of linguistic skills, and overall proficiency in English. Studies suggest that students' academic success is influenced by various factors, including instructional strategies, teacher competence, and

classroom environment. Interest plays a pivotal role in language acquisition by fostering curiosity, enthusiasm, and sustained effort.

This review underscores the importance of addressing both achievement and interest to enhance the teaching and learning of English at the secondary level. The findings from this literature will inform the current study's exploration of strategies to optimize English instruction for diverse student populations. This study aims to fill these gaps by exploring the intersection of achievement and interest in teaching English to secondary school students, ultimately offering insights that can help educators design more effective teaching methods that cater to the diverse needs of their students.

STATEMENT OF THE PROBLEM:

The effective teaching of English at the secondary school level is influenced by multiple factors, among which students' academic achievement and their interest in the subject play pivotal roles. Despite recognizing the importance of both achievement and interest in language learning, there is limited research analyzing their combined impact on teaching strategies and student outcomes in the context of secondary school education. This study aims to investigate how students' academic performance and their level of interest in learning English affect the teaching process and the overall language acquisition. By examining these two critical factors, the research seeks to provide valuable insights that can help educators design more effective instructional methods, cater to diverse student needs, and improve language proficiency in secondary school students. The topic for research he opted entitled **“AN ANALYSIS OF THE INFLUENCE OF ACHIEVEMENT AND INTEREST ON TEACHING ENGLISH IN RELATION TO SECONDARY SCHOOL STUDENTS.”**

OBJECTIVES OF THE STUDY:

1. To identify the challenges students face in writing.
2. To examine the psychological factors influencing English language learning.
3. To assess the impact of language interest on the engagement of rural and urban students in learning English.
4. To enhance writing skills among secondary school students.
5. To encourage secondary school students to actively practice writing skills.
6. To investigate the effect of language interest on the development of English proficiency in secondary school students.

HYPOTHESES OF THE STUDY:

1. There is no significant difference between the achievement of rural students and urban students of Secondary classes.

2. There is no significant difference between the interest among the students of secondary level of rural and urban areas.

RESEARCH METHODOLOGY:

The researcher will employ a variety of tools and techniques to gather data relevant to the study. Every effort will be made to ensure comprehensive data collection across all areas related to the research, as each method serves a distinct purpose in acquiring valuable information. Both qualitative and quantitative data will be gathered through different approaches.

For this study, an inquiry-based approach will be used, with the researcher utilizing a self-designed achievement questionnaire alongside Dr. S.P. Kulshrestha's 'Educational Interest Record' to gather data critical to the research.

DELIMITATIONS:

1. This study will focus on secondary school students in the Bulandshahr district.
2. The research will explore the academic achievement and interest of secondary school students from both rural and urban areas of Bulandshahr district.
3. The study will specifically examine the writing skills of secondary school students in both urban and rural areas of Bulandshahr.

PROCESS OF THE STUDY:

Researcher will follow the appropriate process in the present Research.

POPULATION:

Population of the study: The population for this research will consist of secondary-level students from both rural and urban areas of the Bulandshahr district, enrolled under the UP Board.

SAMPLING:

The researcher will employ simple random sampling to select a sample for this study. A total of 100 students will be chosen from secondary-level schools in both rural and urban areas of Bulandshahr district, under the UP Board, using this sampling method.

RESEARCH TOOLS:

1. Self-made Questionnaire on achievement.
2. Dr. S.P. Kulshrestha's 'Educational Interest Record'.

STATISTICAL TOOLS:

1. Mean
2. Standard Deviation
3. T-test

Table: 1

Sr.no	Category	Population	Mean	Standard Deviation	t-value
1	Rural	50	17.76	2.209072	13.79
2	Urban	50	23.9	2.251983	

Table 1 indicates that the t-value is higher at both the 0.01 and 0.05 levels of significance, suggesting a significant difference in the achievement levels between rural and urban students. Therefore, the null hypotheses—stating that there is no significant difference in the achievement of rural and urban students in secondary classes, and no significant difference in the interest levels of secondary students from rural and urban areas—are rejected based on the data analysis at both the 0.01 and 0.05 levels of significance.

FINDINGS OF THE STUDY:

The study revealed several key findings about the impact of achievement and interest on the teaching and learning of English among secondary school students. These findings emphasize the connection between academic performance, student motivation, and teaching methods.

The researcher found that there is a significant need to focus on developing English skills among students in rural areas. Various challenges were identified in these students, such as difficulties with spelling, sentence formation, tenses, and other aspects of grammar, despite their eagerness to learn the English language. A strong positive correlation was observed between students' academic performance in English and their interest in the subject. Higher-achieving students typically showed greater enthusiasm for learning English, suggesting that success in language tasks helps to reinforce motivation. On the other hand, students with lower achievement levels often lacked interest, which could impede their progress in mastering the language.

Student-centered and interactive teaching methods, such as group discussions, project-based learning, and the use of technology, were found to significantly improve student achievement. These approaches addressed diverse learning styles and fostered active participation. In contrast, traditional methods focused on rote memorization and lecture-based instruction were less effective in improving achievement, particularly for students with low interest in English.

Students who had a strong interest in English were more likely to engage actively in classroom activities, complete assignments with dedication, and seek additional resources for self-study. Teachers who utilized engaging strategies such as storytelling, gamified learning, and multimedia tools reported higher levels of student interest and engagement in English lessons.

These findings highlight the importance of aligning teaching methods with students' academic and motivational needs to enhance the effectiveness of English instruction at the secondary school level. The study also calls for systemic changes, such as curriculum redesign and teacher training, to address the identified challenges.

SUGGESTIONS FOR FURTHER STUDY:

Based on the findings of the study, several areas for further research have been identified to deepen the understanding of how achievement and interest influence the teaching and learning of English at the secondary school level:

Investigating the impact of cultural, social, and regional factors on students' achievement and interest in English learning would offer a broader perspective. Comparative studies across different educational systems and socio-economic settings can reveal context-specific challenges and strategies.

Further exploration is needed into the use of digital tools and online learning platforms in fostering both achievement and interest in English. Studies could focus on how emerging technologies like artificial intelligence and virtual reality can be integrated into language instruction.

Research could investigate the effectiveness of teacher training programs in equipping educators to balance academic achievement and student interest. Studies could also assess the impact of innovative teaching practices introduced through these programs.

Further studies could focus on designing and testing curricula that align with students' interests and real-world applications of English. Research could assess how culturally relevant content and diverse instructional materials influence student outcomes.

Examining the impact of alternative assessment methods, such as project-based evaluations and portfolio assessments, on students' interest and academic performance would be a valuable area of inquiry.

Studies could investigate how integrating English instruction with other subjects, such as history, science, or art, affects students' engagement and academic success.

CONCLUSION:

In the present study, the researcher concludes that this research can serve as a foundation for future studies. This work was conducted with 9th-grade students from the Bulandshahr district of Uttar Pradesh. Based on the findings of this study, it can be extended to various districts, states, and regions across India. Future researchers may explore additional variables and focus on other linguistic skills, such as reading, listening, and speaking. Similar studies can also be conducted for other school subjects and at different educational levels.

By addressing these areas, future research can build upon the current study to further improve the quality of English teaching and learning, ultimately leading to better academic outcomes and sustained interest among secondary school students.

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