

A Comparative study of Efficacy of Vocabulary among the High School Students of Municipal, Residential and Zilla Parishad Schools of Guntur District in Andhra Pradesh

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Abstract

English being a foreign language and introduced as a second language in India, poses many problems to the learners, especially school going children in the process of learning it. As it is new and peculiar language, the children face difficulties in learning its Vocabulary because English is considered as a language of orthographic conventions. The spelling and its pronunciation creates a lot confusion among the students. Added to this it adopts a lot of new words from other languages. Knowing a word means not only its spelling but also knowing its meaning or what it stands for, its usage, its pronunciation, to what parts of speech it belong, its collocation etc. Therefore, this paper aims to test and compare the efficacy of vocabulary among the IX class students of Municipal, Residential, and Zilla Parishad high schools in Guntur district of Andhra Pradesh.

Introduction

Language is the basic medium of interaction among the human beings. Language plays an important role in the lives of human beings. It is the source which enables the humans to communicate and express their feelings or intentions in order to fulfil their needs and desires. Without the language, the advancements of mankind may not be possible at this pace. A word is considered as the smallest unit of a language. A sentence is made up of words. Therefore, for effective communication these words must be arranged obeying the syntactic rules of a language. The words of any language are called as vocabulary. The range of vocabulary of a person reflects his intelligence. The dominance and prominence of English language is undeniable in the present contemporary world. According to Secondary Education Commission (1952-53), “Much of the nation’s unity in political and other spheres of activity has been brought through English. It is obvious that without English there is no communication between persons living in different states”.

The proposed study “A Comparative study of Efficacy of Vocabulary among the High School Students of Municipal, Residential and Zilla Parishad High Schools of Guntur District in Andhra Pradesh”, is intended to estimate and compare the efficacy of vocabulary among the IX class the students of the Municipal, Residential, and Zilla Parishad high schools. Vocabulary is commonly defined as all the words known and used by a particular person. Knowing a word,

however, is not as simple as merely being able to recognize or use it. There are several aspects of word knowledge that are used to measure word knowledge. English being a second language or foreign language, one needs to learn vocabulary in the systematic way. Understanding the needs of learners of English language Oxford University has released a list of 3000 vocabulary by the experienced teachers and language experts based on three criteria i.e. frequency, range and familiarity of words with reference to users of English language. Hence, It is important for a student to learn essential vocabulary in the process of learning a foreign language.

Review of Literature

Shiny. K. P. (2015) conducted a study on “ The Effectiveness of using Mother Tongue along with English as a Resource for the Teaching of English with Reference to Vocabulary at Under Graduate Level”. Good vocabulary teaching sets emphasis on functional words, significant words and difficult words. The researcher followed Experimental Method for this study. The tools for this study were testing materials, vocabulary teaching materials including classroom tasks, group, pair and individual activities and teaching techniques. The sample for the study was 200 students in two colleges namely Andhra Loyola College, Vijayawada and A.S.N Degree College, Tenali in Andhra Pradesh. The researcher found that teaching vocabulary through mother tongue is more effective for acquiring vocabulary when compared teaching vocabulary through English and also said that area wise effectiveness of teaching vocabulary to experimental and control groups affirm that the learners have progressed in all the six areas of the vocabulary except in the area of spelling and sounds.

Lodagala Padmaja (2011) in her study entitled “Problems of learning Vocabulary in English Language at Secondary School Level”. The researcher followed experimental method for the study and conducted two achievement tests i.e. achievement test-I and achievement- II The researcher employed random sampling technique to accumulate the data. Since the questionnaire is considered as the best tool to collect the data, the researcher employed the questionnaire. A sample of 15 students are selected for the study. The researcher selected two poems and two lessons from X class English text book and she extracted questions from the selected topics with reference to vocabulary and grammar and prepared the questionnaires for the test. The questionnaire is given for 50 marks consisted of 20 questions. Through the achievement test-I the researcher observed the problems faced by the students. The researcher came up with remedies and rectified the problems of the students by giving extra classes, spending extra time with students to help the students in difficult areas. After giving sufficient practice and coaching the researcher conducted achievement test-II and observed that extra coaching is helpful to improve the learners to rectify their difficulties in learning vocabulary.

Methodology

Research methodology is nothing but a systematic way of solving a research problem. Research methods help the researcher to gather samples, data and find a solution to a problem whereas research methodology is a systematic way to solve a problem. This study is mainly intended to examine and compare the learning levels of vocabulary among the IX class students of Municipal, Residential, and Zilla Parishad high schools of Guntur district in Andhra Pradesh. Total 9 schools are selected for the study, 3 schools from each category, from 3 revenue divisions,

3 schools of each category in each revenue division of Guntur District, Andhra Pradesh. The schools which are taken up for the study are run by the Government under the supervision of the Department of Education. There are some peculiarities among these schools with reference to their existence and functioning. Municipal schools are found only in municipalities and the municipalities are the symbols of urbanisation. Most of the Zilla Parishad high schools are found in the rural parts of Andhra Pradesh. Residential schools are organised to promote education among the poor meritorious students by providing lodging and boarding facilities. The peculiarities and similarities among these schools motivated the researcher to test the students of these schools and compare their levels of learning vocabulary with reference to English language.

Objectives

1. To examine and compare the efficacy of vocabulary among the high school students of Municipal A.P. Residential, and Zilla Parishad high schools based on gender
2. To examine and compare the efficacy of vocabulary among the high school students of Municipal A.P. Residential, and Zilla Parishad high schools based on social category
3. To examine and compare the efficacy of vocabulary among the high school students of Municipal A.P. Residential, and Zilla Parishad high schools based on geographical location
4. To examine and compare the efficacy of vocabulary among the high school students of Municipal A.P. Residential, and Zilla Parishad high schools based on parental annual income.

Sample and Population

A sample of 40 students are selected from each school. The students are divided into 20 male and 20 female students. Among the 40 students in each school the researcher maintained a balance between boys and girls in terms of social category. The researcher selected 120 students from Municipal high schools, 120 students from Residential high schools and 120 students from Zilla Parishad high schools, on totally a sample population of 360 students From 9 selected schools 3 each from the selected three revenue divisions i.e. Guntur, Tenali and Narsaraopeta of Guntur district, Andhra Pradesh. The data collection was done through the use of a survey questionnaire. The qualitative method of data collection is done through the use of questionnaire. The data has been analysed quantitatively.

Tool

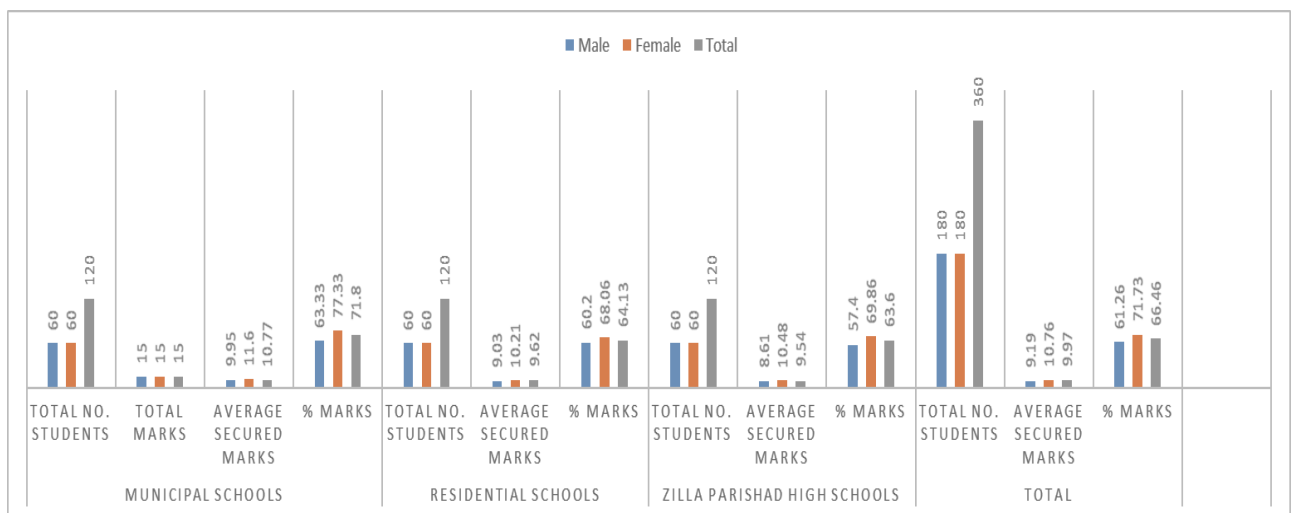
Since the questionnaire is the most effective tool in survey method, the researcher has designed a questionnaire for 9th class students. The questions asked to the targeted respondents have been framed with care and precision as these will directly affect the nature of responses, which in turn will affect the research study itself. The questions in the questionnaire are directly related to the objectives of the survey and also to the demographic information of the respondents. Therefore the questionnaire was prepared meticulously taking into consideration the objectives of the survey. The questionnaire is divided into two sections i.e. Section-A and Section-B. The first section is for student's personal information such as name of the student, name of the school, gender etc., and the second section is of questions related to grammatical items. The survey

questions were framed by the researcher in a way that each question contains only one idea, can be easily understood and response answers simple and easy to write. The questionnaire is designed for 50 marks with 10 items of grammar i.e. Synonyms, Antonyms, Wrongly spelt words, Prepositions, Verb forms, Articles, Tenses, Reported Speech, Question Tags, and Active voice and Passive voice. Each item is given for 5 marks.

Data Analysis

1. The efficacy of Vocabulary among IX class students based on gender

School Name	Municipal Schools				Residential Schools			Zilla Parishad High Schools			Total		
	Total no. students	Total marks	Average secured marks	% marks	Total no. students	Average secured marks	% marks	Total no. students	Average secured marks	% marks	Total no. students	Average secured marks	% marks
Male	60	15	9.95	63.33	60	9.03	60.20	60	8.61	57.40	180	9.19	61.26
Female	60	15	11.6	77.33	60	10.21	68.06	60	10.48	69.86	180	10.76	71.73
Total	120	15	10.77	71.80	120	9.62	64.13	120	9.54	63.60	360	9.97	66.46

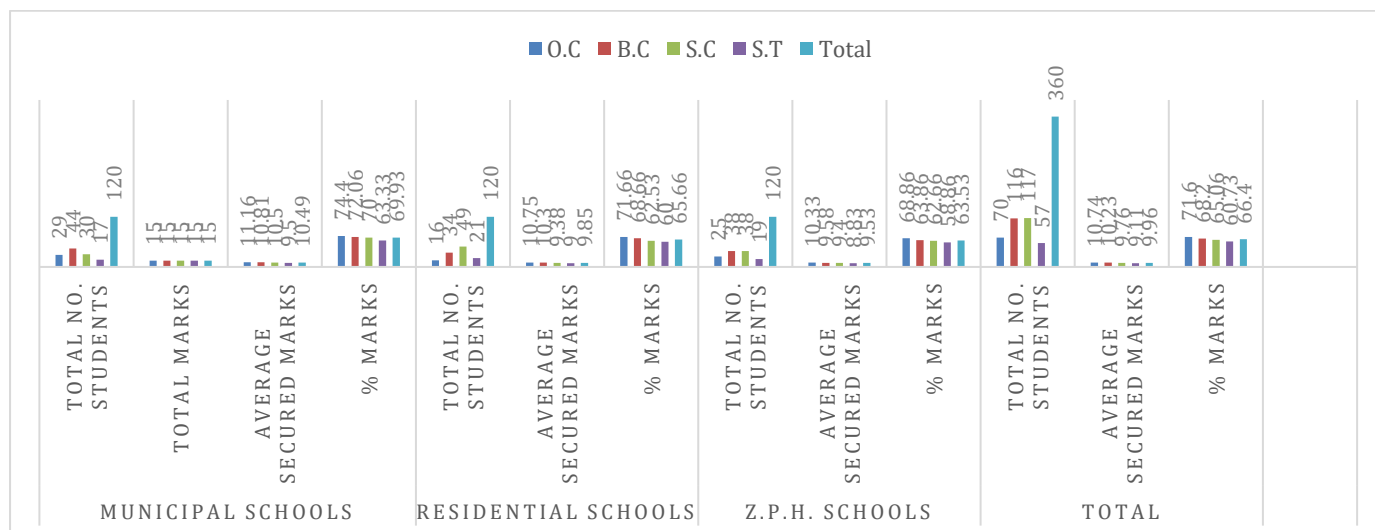


The above table reveals the efficacy of vocabulary among the IX class students of Municipal, Residential, and Z.P.H schools based on gender. The female students have secured 71.73 % of marks comparatively with 61.26 % of marks secured by the male students. The female students of Municipal schools have secured the highest percentage of marks i.e. 77.33 % whereas 69.86 % of marks are secured by the students of Z.P.H. schools and 68.06 % of marks are secured by the

students of Residential schools. The male students of Municipal schools have secured the highest percentage of marks i.e. 66.33 % whereas, 60.20 % of marks are secured by the students of Residential schools and 57.40 % of marks are secured by the students of Z.P.H schools. Female students have the highest efficacy of vocabulary comparatively with the male students.

2. The efficacy of Vocabulary among IX class students based on social category

School Name	Municipal Schools				Residential Schools			Z.P.H. Schools			Total		
	Total no. students	Total marks	Average secured marks	% marks	Total no. students	Average secured marks	% marks	Total no. students	Average secured marks	% marks	Total no. students	Average secured marks	% marks
O.C	29	15	11.16	74.4	16	10.75	71.66	25	10.33	68.86	70	10.7	71.6
B.C	44	15	10.81	72.06	34	10.3	68.66	38	9.58	63.86	116	10.2	68.2
S.C	30	15	10.5	70	49	9.38	62.53	38	9.4	62.66	117	9.76	65.06
S.T	17	15	9.5	63.33	21	9	60	19	8.83	58.86	57	9.11	60.73
Total	120	15	10.49	69.93	120	9.85	65.66	120	9.53	63.53	360	9.96	66.4

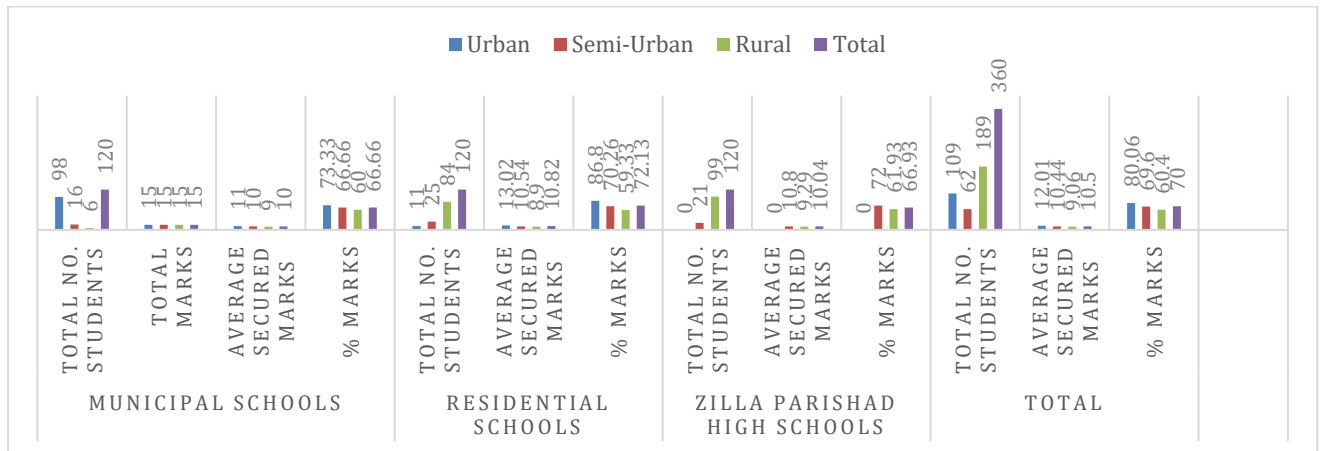


The above table reveals the data pertaining to the marks of vocabulary among the IX standard students of Residential, Municipal, and Z.P.H. schools based on social category. The overall students from the above schools have secured an average of 9.96 marks out of 15 with 66.40 %. The students belong to the Municipal schools have secured the highest percentage of marks i.e. 69.93 % comparatively with the students of Residential schools with 65.67 % and Z.P.H. schools with 63.50 %. O.C students have secured 10.74 marks with 71.60 % B.C students have secured 10.23 marks with 68.20 % , the S.C students have secured 9.76 marks with 65.07 % and S.T students have secured 9.11 marks with 60.73 %. The efficacy of vocabulary is the highest among O.C students whereas the least among the S.T students. B.C students have secured 68.20 % of marks which is higher than the S.C 65.07 % and S.T students 60.73 %. It is understood that the cultural and financial advantages of O.C students helped them to secure the highest percentage of marks than the students of other social categories.

The efficacy of Vocabulary among IX class students based on geographical location

School Name	Municipal Schools				Residential Schools			Zilla Parishad High Schools			Total		
	Total no. students	Total marks	Average secured marks	% marks	Total no. students	Average secured marks	% marks	Total no. students	Average secured marks	% marks	Total no. students	Average secured marks	% marks
Urban	98	15	11	73.33	11	13.02	86.8	0	0	0	109	12.01	80.06
Semi-Urban	16	15	10	66.66	25	10.54	70.26	21	10.8	72	62	10.44	69.6
Rural	6	15	9	60	84	8.9	59.33	99	9.29	61.93	189	9.06	60.4
Total	120	15	10	66.66	120	10.82	72.13	120	10.04	66.93	360	10.5	70

3. The efficacy of Vocabulary among IX class students based on geographical area

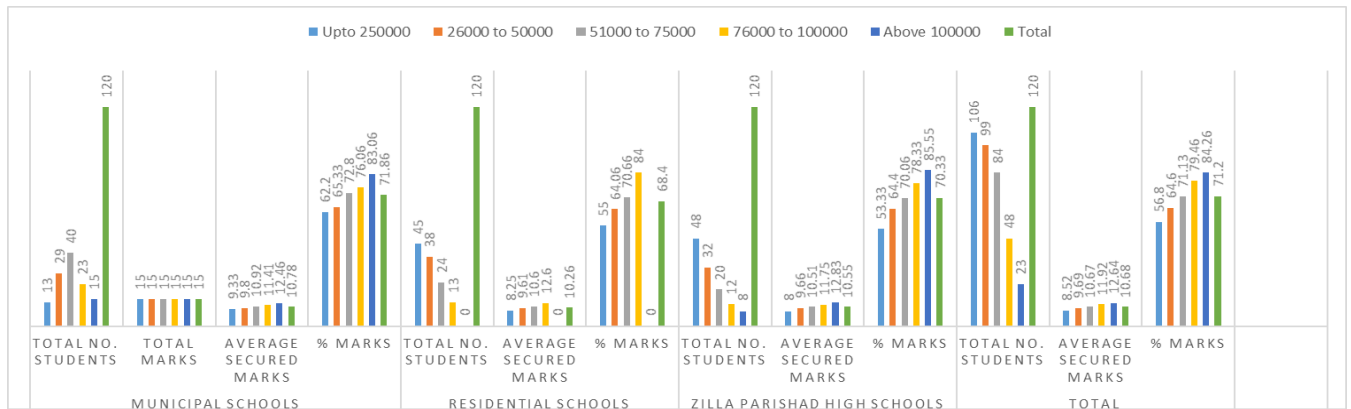


The above table reveals the data pertaining to the marks of vocabulary among the IX standard students of Municipal, Residential, and Z.P.H. schools based on geographical location. The overall students from above schools have secured an average of 10.50 marks out of 15 with 70.00 %. The students belong to the Residential schools have secured the highest percentage of marks i.e. 72.13 % comparatively with the students of Z.P.H. schools with 66.93 % and Municipal schools with 66.66%. Urban area students have secured 12.01 marks with 80.06 %, Semi-Urban area students have secured 10.44 marks with 69.60 %, and the students of Rural area have secured 9.06 marks with 60.40 %. The efficacy of vocabulary is the highest among Urban area students whereas the least among the Rural students. Semi-Urban area students have secured 69.60 % of marks which is higher than the Rural area students 60.40 %. It is understood that the exposure towards cultural and technological advancements in urban areas enabled students to secure the highest percentage of marks than the students of other geographical locations.

4. The efficacy of Vocabulary among IX class students based on parental income

School Name	Municipal Schools				Residential Schools			Zilla Parishad High Schools			Total		
	Total no. students	Total marks	Average secured marks	% marks	Total no. students	Average secured marks	% marks	Total no. students	Average secured marks	% marks	Total no. students	Average secured marks	% marks
Up to 25000	13	15	9.33	62.2	45	8.25	55	48	8	53.33	106	8.52	56.8
26000 to 50000	29	15	9.83	65.33	38	9.61	64.06	32	9.66	64.4	99	9.69	64.6
51000 to 75000	40	15	10.92	72.8	24	10.6	70.66	20	10.51	70.06	84	10.67	71.13

76000 to 100000	23	15	11.41	76.06	13	12.6	84	12	11.75	78.33	48	11.92	79.46
Above 100000	15	15	12.46	83.06	0	0	0	8	12.83	85.55	23	12.64	84.26
Total	120	15	10.78	71.86	120	10.26	68.4	120	10.55	70.33	120	10.68	71.2



The above table reveals the data pertaining to the marks of vocabulary among the IX standard students of Municipal, Residential, and Z.P.H. schools based on parental annual income. The overall students from the above schools have secured an average of 10.68 marks out of 15 with 71.20 %. The students belong to the Municipal schools have secured the highest percentage of marks i.e. 71.86 % comparatively with the students of Z.P.H. schools with 70.33 % and Residential schools with 68.40 %. Students with the annual income of up to 25000/- have secured 8.52 marks with 56.80 %, 26000/- to 50000/- have secured 9.69 marks with 64.60 % , 51000/- to 75000/- have secured 10.67 marks with 71.13 %, 76000/- to 100000 have secured 11.92 marks with 79.46 % and the students with the annual income of above 100000 have secured 12.64 marks with 84.26 %. The efficacy of vocabulary is the highest among the students who had the parental income of above 100000/- whereas the least among the students of up to 25000/-. Students with the parental income of above 100000 have secured 84.26 % of marks which is higher than the students belonging to other categories of annual income such as 76000/- to 100000 i.e. 79.46 %, 51000 to 75000 i.e.71.13 % and the students having an annual income of 26000/- to 50000/- i.e. 64.60 %. It is understood that the financially advantaged students have secured the highest percentage of marks than the students of lower income groups.

Findings

1. The researcher found that the Female students have the highest efficacy of vocabulary comparatively with the male students.
2. The researcher observed that the cultural and financial advantages of O.C students helped them to secure the highest percentage of marks in vocabulary than the students of other social categories.
3. The researcher found that the exposure towards cultural and technological advancements in urban areas enabled students to secure the highest percentage of marks in terms of vocabulary than the students of other geographical locations.

4. It is understood that the financially advantaged students have secured the highest percentage of marks in Vocabulary than the students of lower income groups belonging to Municipal A.P. Residential, and Zilla Parishad high schools based on parental annual income.

Conclusion

The true mastery of a language lies as much in knowing and using its vocabulary appropriately. The teacher can make the students learn vocabulary effectively by showing pictures, objects, with the help of diagrams on the black board, and conducting word games in the classroom. Words are learnt both deliberately and incidentally. Therefore, the students as well as teachers must cease the opportunity of learning and teaching of vocabulary. The researcher found significant differences among the students of Municipal, Residential, and Zilla Parishad high schools based on gender, social category, geographical location, and parental annual income. Therefore, ample time, appropriate exposure to the language, remedial classes at regular intervals must be provided to enhance the strength of the vocabulary among the students of these school

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