

## **Influence of Socio-economic Imbalance in ELL with Special Reference to Kalkudah Education Zone, Batticaloa, Sri Lanka**

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**Abstract:** English language is the first lingua franca, and English Language Learning (ELL) is an essential one for everyone around the world. If anyone wants to continue her/his further education, she/he needs English language proficiency. The impact of globalization and economic development has made English the 'language of opportunity' and a vital means of improving prospects for well-paid employment too. High proficiency in English is seen to be essential for socio-economic development of Sri Lanka, and English Language is a compulsory subject in Sri Lankan school education system. This paper reveals the influence of socio-economic imbalance in English Language learning with special reference to Kalkudah Education Zone, Batticaloa, in Sri Lanka. Sri Lankan system of school education categorises schools, and only 1AB schools are taken for this survey. The samplings were selected randomly from grade 8, 9, and 10 since these are the grades leading to G.C.E. (O/L) examination. Data were collected to examine the correlation between the economic status of the parents and the ELL. The data were analyzed scientifically and empirically. The results indicate that fathers' occupation has a slight influence on the students' marks in the English language, but mothers' occupation is not indicated to have an influence on the same. However, the results indicate that the methodology adopted by influences more on the students' English language learning. The paper recommends the Educational Authorities to enhance knowledge and

skills of the teachers of English constantly for the improvement of ELL of students in Sri Lankan schools.

**Keywords:** English Language Teaching, English Language Learning, Parents' occupation, Marks obtained

### **Introduction**

Learning language is always a fascinating process. But it becomes a fearful one as well; when a language is forcefully imposed to someone where that language is not the learners mother tongue, then the part of learning process also becomes tough which leads to a fearful process. This is applicable in one's mother tongue also. "Mother tongue, primary language, native tongue/language, etc. are some of the names given to first language" (Sinha et al., 2009). Speaking (more appropriately in the vernacular) is always an easy task whereas when it comes to a learning process, then the job becomes an unwanted one. Further, teaching a foreign language is another "heavy" task to any teacher whose mother tongue is not the teaching language. According to Muriel Saville-Troike and Karen Barto (2016) the human success of leaning a new language appears all the more remarkable when she/he considers a shortened list of the areas of knowledge where all the first or second language learner should obtain/acquire at the different levels of linguistics (21).

English language becomes inevitably the global language, and, further, the language for furthering. The word *furthering* contains many meanings such as education

(both secondary and higher), world of work, communicating with the other group of people who do not know the speaker's language, etc. Thus, English language learning/teaching is now becoming a global need, which makes a higher demand among the global economy. This above scenario is also applicable in the Sri Lankan context as well – being a part of the globe. The English language, though one of the official languages in Sri Lanka, is the second language for many Sri Lankans, except a negligible per centum of its citizens. The Government of Sri Lanka realized the truth – to make the English language essential – had taken many steps at the dawn of the 20<sup>th</sup> Century. Therefore, the Government of Sri Lanka had established the National Education Commission under the National Education Commission Act 19 of 1991 which comprises eminent educationists including university academics. The task of the Commission is to recommend suitable educational policies and practices to His Excellency the President. Later the Commission was extended by the establishment of the Presidential Task Force on General Education which had submitted its recommendations known as General Education Reforms of 1997. One of the main recommendations of the said Reforms was to restart English language education which was the root for the introduction of General English in the General Certificate of English (Advanced Level) from 1998.

Therefore, English language learning/teaching in Sri Lanka too experiences the pros and cons of the said learning/teaching. English Language as a Second Language begins from the schools, particularly from kinder gardens but becomes a compulsory subject from Grade 3 to G.C.E (A/L). Later this learning/teaching English Language as a Second Language becomes mandatory in the higher education as well whereas the

respective university decides the frequency of learning/teaching on it.

#### *The School Education System in Sri Lanka*

The schools in Sri Lanka have been categorized as National Schools and Provincial Schools. Among the nine provinces in Sri Lanka, each province has National schools and these National Schools are monitored and aided by the Central Government. The Provincial Schools are categorized into four types viz. 1AB schools, 1C schools, Type II and type III. The grades are scheduled as follows:

- **1AB** – Schools with G.C.E (A/L) with Bio Science, Arts, Mathematics, Commerce, and Bio Technology streams.
- **1C – Schools** with G.C.E (A/L) with only Arts and Commerce streams.
- **Type II** – Schools having up to grade 11 only.
- **Type III** – Schools having up to grade 08 only.

The age limits of the Sri Lankan education system according to grades are as follows:

Table 01: School System in Sri Lanka

Levels	Grades	Age limit
Primary Classes	1 – 5	6 – 10
Junior Secondary Classes	6 – 9	11-14
Senior Secondary Classes	10 – 11	15 – 16
General Certificate of Education in Advanced Level Classes	12 - 13	17 - 18

#### *The Effect of Socio-Economic Factors in Learning L2*

Sri Lanka is a developing country and socio-economics is one of the major factors affecting the learning/teaching process.

This is usually common in many developing countries, though many countries give free education to its citizens, as in the case of Sri Lanka. A study on the effect of socio-economic factor on learning by Graetz (1995) says that children who come from under-privileged socio-economic background perform lower than that of the children who come from socio-economic privileged background. Further, Hardy's (2006) extends term 'socio-economic' to 'socio-cultural' that affects the learning process of a child as poverty, parents' educational background and their income level which are basically come under their occupational level, and harmful cultural practices. However, Hardy states that poverty is the core factor that affects the learning process of the children, mainly in the developing countries (45 – 50). Though English language learning is compulsory to all the school children and free of cost in Sri Lanka, difficulties arise in many ways in learning/teaching process. Basically, the problem arises due to lack of trained English teachers and teachers do not want teach rural areas whereas many schools are located in the rural areas.

#### *Research Problem*

The parents' occupation which is highly connected with the economy of the family that leads to the socio-economic pattern of the family and finally that affects English Language learning.

#### *Research Question*

There is a correlation between the socio-economic status of the family and English Language Learning of the children.

#### *Objectives*

The objectives of the research are to find out;

- a) The relation between the socio-economic status of the family and

the students' performance in English Language Learning,

- b) How the income of the parents supports ELL of their children,
- c) How the educational level of the parents supports their children's ELL, and
- d) Recommend the authority to make the status of the ELL equal by teaching, if there is a correlation.

#### *Hypothesis*

1. Association between father's occupation and student marks

H<sub>0</sub>: Father's occupation does not have an effect on student marks

H<sub>1</sub>: Father's occupation has an effect on student marks

The independent variable (father's occupation) was measured in nominal scale whereas the dependent variable (student marks) was measured in continuous scale. Therefore, One-way Analysis of variance test was carried out to test the hypothesis.

2. Association between mother's occupation and student marks

H<sub>0</sub>: Mother's occupation does not have an effect on student marks

H<sub>1</sub>: Mother's occupation has an effect on student marks

The independent variable (mother's occupation) was measured in nominal scale whereas the dependent variable (student marks) was measured in continuous scale. Therefore, One-way Analysis of variance test was carried out to test the hypothesis.

#### **Literature Survey**

Many literature has been done and advocated on English language learning/teaching as a second language process, and how economy is influencing on it.

Muñoz (2008) states that there is a strong link between socio-economic status and

the students' achievement level that the students from different social background have access to different kinds of schools such as government and private and attending different kinds of target language related extracurricular exposure such as attending participating language related performances (drama, poetry, essay writing, etc.) private tuition classes, using different learning resources, etc. (578 - 595). Further, the socio-economic of the students affects more than that of the expected learning L2, it affects other matters of the child as well. Fan (2011) argues; "socio-economic status not only affects the outcomes of the language learning but also it has a strong influence on motivation to learn, students' self-related beliefs, and self-regulations" (157-175).

It is also noteworthy that the socio-economic of the parents' have an effect on socialization of the students which affects the L2 learning process. Holmes (1992) articulates that the difference between women and men on their interaction could be the result of their respective social interactions, which in broader terms determined as socialization and acculturation patterns (330). This above statement is further strengthened by Janaca Cryder (2016) quoting Oaks; "In the pre-modern era, SES may have been based on physical strength, intelligence, and/or choice of parents (a quip worthy of considerable thought). In the modern era, wealth, income, educational attainment, and occupational prestige have been defensible indicators of SES." Whatever the achievements of the students', the brilliance of her/him, the socio-economy of her/his family has a big drawback. This has more effect on the school level rather on the higher educational level such as university or other higher educational institutions. For instance, Sirin (2005) argues, "the socio-economic status of the

family is a big hurdle on the way to the students' academic performance, and the correlation of it is stronger at the school level" (417 - 453).

Judit Kormos and Thom Kiddle (2103) state on the influence of socio-economic factors on L2 learning, "Students' immediate environment: their family and friends, and the broader socio-economic context play an important role in goal setting ... learning task. The wider social and educational context also has considerable impact on motivational and self-regulatory variables and manifestations of autonomous language learning behavior" (399 - 412).

Therefore, it is clear that students whose parents have different socio-economic status and different levels of education may have an influence on the educational level of their children. This is applicable more on the L2 learning, especially, when it comes to English language learning in the school levels.

### Methodology

The research was carried out in three schools in the Kalkudah Education Zone of the Batticaloa District where there are five education zones. Kalkudah Education Zone has the following schools:

Table 02: Type & No. of Schools in /kalkudah Education Zone

No	School Type	No. of Schools
1	1 AB	06
2	1 C	09
3	II	28
4	III	40
<b>Total</b>		<b>83</b>

Source: <http://kalkudahzone.edu.lk/index.php>

For this research, only three 1 AB schools have been selected, since these are the highest type of schools available in the

zone. Further, other types of schools have lesser facilities comparing with the 1 AB schools. Three schools have been selected to carry out this research as follows:

- KK/Valaichchenai Hindu College
- KK/Vantharumoolai Maha Vidiyalam
- KK/Chenkalady Central College

Investigation were carried out through a structured questionnaire and individual and focus group interviews. Therefore, this research follows both scientific and empirical methods where the data were collected through structured questionnaire and were analyzed scientifically with the help of MS-Excel/SPSS packages and the data collected through individual and focus group interviews have been summarized.

The structured questionnaire has been prepared to measure the information:

- gender of the child,
- the occupation of the father/mother and movable/immovable assets they have,
- highest educational level of the parents,
- the mode of transport to the school,
- whether the child goes to private tuition classes or not, and if yes, how many places does the child go,
- hours spend at the tuition,
- the amount of money is being spent for the English language learning,
- whether the tuition teacher is the same at school,
- the help extended by the parents/friends to learn English,
- desire of learning from the students: whether the child likes the subject or not, and the reason for like/dislike, and
- marks they obtained in the last 3<sup>rd</sup> term (because the 3<sup>rd</sup> term marks will indicate the competency level that the child has obtained in English language learning throughout the year).

For the survey, the following grades have been selected: 8,9, and 10, since these three

grades usually determine the G.C.E (O/L) results of the children.

Based on the data received from the questionnaire, the occupational level of the parents have been classified as follows to test the hypothesis to check the association between the parents occupation and the marks obtained by the students through scientific software, SPSS:

- Business
- Labor level
- Agricultural
- Managerial level
- Teacher and academic level
- Abroad
- No job

The received data have been analyzed with the help of the SPSS (Ver. 2.1.2.0).

### Samples

The names of the selected schools, their respective population and the size of the samples are given as follows:

Table 03: Population & Sample Size of the Selected Schools

No	Name of the Schools	Total Population			Sample Size		
		Gr 8	Gr 9	Gr 10	Gr 8	Gr 9	Gr 10
1	KK/Valaichchenai Hindu College	143	132	112	15	14	15
2	KK/Vantharumoolai Maha Vidiyalam	193	166	127	20	17	15
3	KK/Chenkalady Central College	193	181	164	20	18	16
	<b>Total</b>	529	479	403	55	49	46

Total population is 1411 and the total sample size is 150, the percentage is 10.63%. Schools have been selected based on the population, and the samples have been selected randomly and the questionnaire have been filled with their



respective class teachers. The selected samples are in their following grades viz. Grade 8 students are in Grade 9, Grade 9 are in Grade 10, and Grade 10 students are in Grade 11. But their marks have been gathered from their respective grades in their previous years, since the marks have been used for this research is the marks obtained in the third term of the respective sections, and those samples are in their first term.

### Results and Discussion

Based on the numerical data received from the students, the following results have been obtained and their subsequent interpretations are given.

#### Gender Distribution

The following figures show the gender distribution of the samples, as Figure -1 shows that 55 students are taken from Grade - 8 and out of that males are 24 and females are 31, 49 students are taken from Grade - 9 and out of that 23 males and 26 female, and in Grade - 10, 46 students are the samples and out of them 10 males and 36 female students are tested.

Figure - 2 indicates the overall gender distribution of the samples taken for this research. Accordingly, 93 female students and 57 male students have been selected which is 62% and 38% respectively on the final sample size. While we look at the gender distribution from the Figure - 1 and Figure - 2, female representation is higher than that of the male representation, the reason for this is that almost all the schools have more number of female students (only mixed schools have been selected for this research). It is generally observed from the interviews with the teachers that female students are more is because of the drop out of the male students when they go to higher classes, usually from Grade - 8 onwards due to poverty of the parents.

Therefore, female students continue to study.

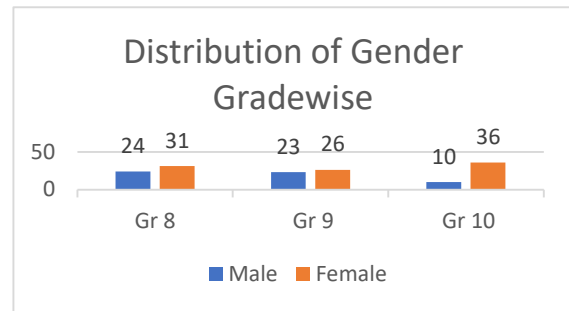


Figure - 1: Gradewise Gender Distribution

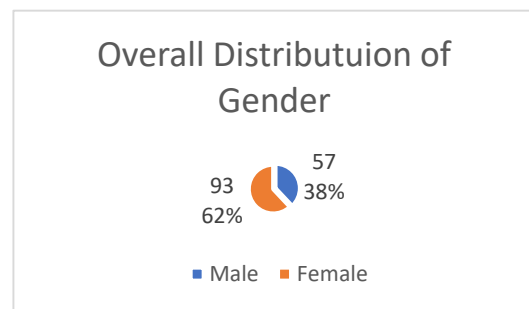


Figure - 2: Overall Gender Distribution

#### Details of the Father

The occupation of the parents plays a major role in the performance of the students. Therefore, separate questions have been employed to assess the profession of the fathers and mothers. Accordingly, Figure - 3 exhibits the occupations of the fathers of the samples.

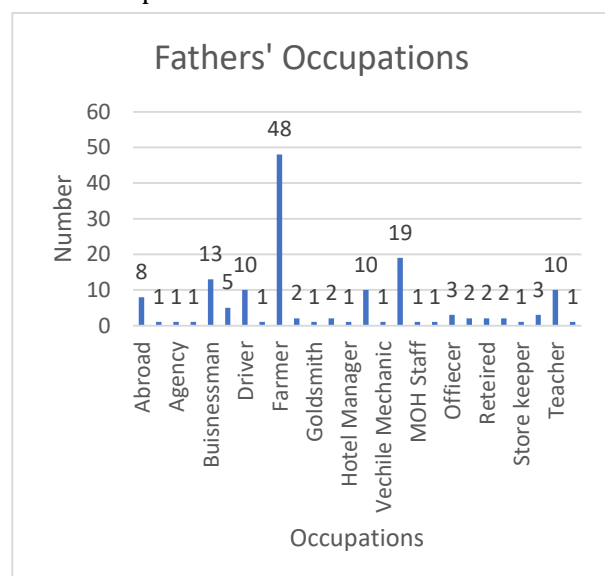


Figure - 3: Occupational paterns of the fathers

According to the above figure, the most occupational profession of the fathers are farmers which is 48 in number that covers 32% of overall occupations. Masons occupy the second most occupations which is 19 that covers 12.67%. The third occupied profession is businessmen that comes 13 in number covers 8.67%. The fourth most occupation are dirver, labourer, and teachers which are 10 in number each that covers 6.67%. Out of 150 fathers, 8 are in abroad in various jobs, mostly labourer jobs except one is a carpenter, this covers 5.33%. Then comes carpenter with 5 in total population comes around 3.33%. The following professions viz. government and private officers and tailors are 3 in each catgory comes 2%. Fishmonger, *Grama Niladari*, church paster, retired persons, and self employed people occupy 1.33% which is 2 in each profession. Finally; accountant, foreign employer agent, blacksmith, electrician, goldsmith, hotel manager, vechile mechanic, health sector, OES, store keeper, and resturent waiter are the professions that covers 0.67% of overall occupations comes one in each category.

At the same time, fathers' educational level also makes some kind of impact on the education of their children. Accordingly, the educational level of the fathers has been checked and the follwing Figure - 4 is representing it:

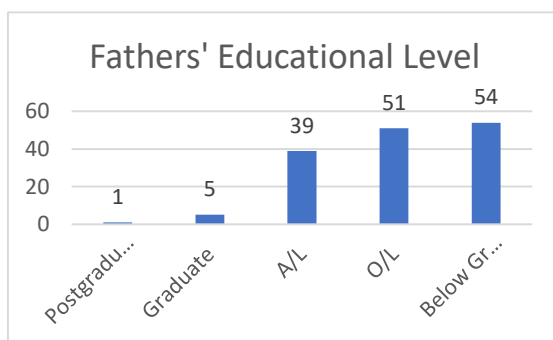


Figure - 4: Educational level of the fathers

Only one father got his postgraduation (MED) who is subsequently a teacher that covers 0.66%, 5 fathers have completed

graduation, counted 3.33%, 39 attended G.C.E (A/L) qualification covers 26%, 51 fathers completed G.C.E (O/L), comes 34%, and finally 54 are below Grade - 10 which is the majority of the fathers that covers 36%. This shows that most of the fathers' qualification comes either G.C.E (O/L) or below Grade - 10, which may be one of the prime facters affecting the studies of the male students.

#### Details of the Mother

In the education of the children, mothers play a vital role, especially in the school education where their children are below G.C.E (O/L). This is one of the social aspects in the region. Therefore, it becomes inevitable that the contribution of the mothers and their economic nature have to be checked whether they have any impact on the attainment of education. As in the case of the fathers' occupation and the educational level, the mothers' occupation and their educational level have been checked and their subsequent results have been given in Figure - 5 and Figure - 6 respectively.

First, the occupational pattern of the mothers have been checked and the results are given in figure - 5. Accordingly the follwing conclusions are arrived:

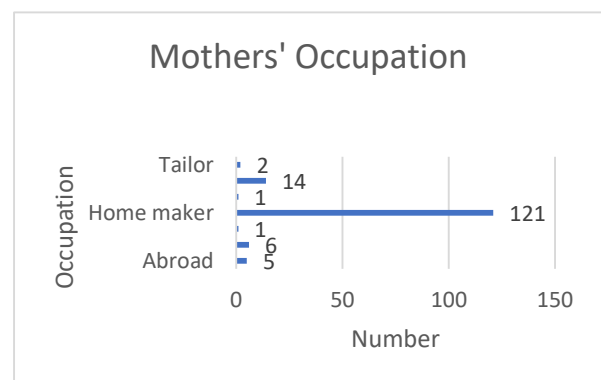


Figure - 5: Mothers' Occupation

0.67% of the mothers occupy as having a small shop at home and government job, 1.33% of the mothers occupy as tailors, 3.33% of mother are in abroad as servant maids, 4% of them are working in the

garment factories, 9.33% of them are teachers, and the rest of the mothers which covers 80.67% are housewives. The mothers who are in abroad keep their children under the guardianship of their fathers or closed (sometimes blood) relatives; mostly with their grandmothers. Those children are not being attended either by their fathers or mothers which covers 5 in number out of the total population. Further, 6 mother who are working in the garment factories go to their work between 5:00 and 5:30 AM and return between 7:00 and 8:00 PM. They too do not attend their children's education due to their work schedule. Monday to Saturday they work and Sunday may be occupied with their remaining house works such as washing and marketing. The teachers, tailors, shop keeper, and the government job holders which are 14, 2, and 1 in number respectively look after their children's education to some extend, but they too have their own pros and cons in looking after their children fully. The rest of the population which numbers 121 are homemakers. Their children are the most previledged ones since they take the utmost care of their children's education, irrespective of their educational qualifications. For instance, they take care of the trasport of their children to the schools and private tuition classes, help the children in doing their homeworks and other such helps. The above were revealed when a focal group interviews and personal interviews are held during the data collection.

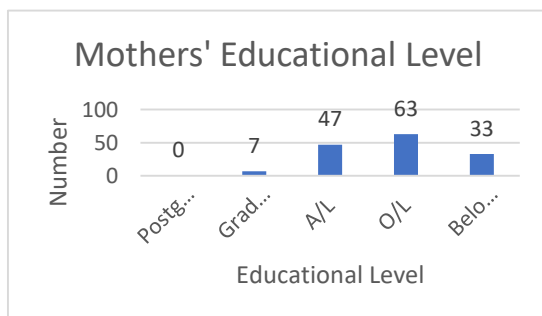


Figure – 6: Educational level of the mothers

Figure – 6 explains that none of the mothers hold any postgraduate degree whereas 4.67% of them have completed graduation, both internally and externally. 22% of the mothers attended below Grade – 10 education, 31.33% are holding G.C.E (O/L) qualification, and 42% of them are having G.C.E (A/L) qualification that comes 7, 33, 47, and 63 respectively in numbers.

#### Facilities Available

Apart from checking the professional level and educational attainment of the parents, it was found out to recheck the facilities available to the students. Based on the above the availability of the following facilities were checked: separate study room and mode of transport to the school. The reason for checking the above variables was that they too have some kind of impact on the learning process of the students. The following were the responses from the samples:

#### Availability of Separate Study Room

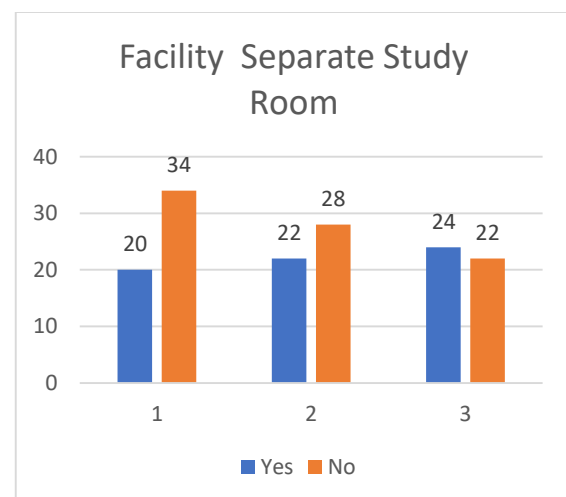


Figure – 7: Availability of Separate Study Room in the Houses

No. 1 indicates Grade 8 students, out of 54 students, 20 responded that they have separate study room, and 34 stated that they don't have. This comes to 13.33% and 22.67% respectively on the total sampling. No. 2 shows Grade 9 students, out of 50 students, 22 said that they have separate



study room and the rest 28 said that they don't have, which comes closer to 14.67% and 18.67% respectively on the total population. Further, No. 3 indicates Grade 10 which shows that out of 46 samples, 24 said that they have separate student room and the rest 22 said that they don't have one such facility. This comes closer to 16% and 14.67% respectively on the total samples.

On the whole out of 150 samples 66 said that they do have separate study room and the rest 84 said that they do not have a separate study room at their homes. This comes about 44% and 56% respectively. This further indicates that more students do not have separate study rooms and the reasons for the lack of separate study room may differ.

In the focal group interviews, the reason for the unavailability of separate study room was raised and various responses were received such as; lack of money to build a separate study room (or rather many of them did not build their own houses but NGOs or INGOs or government had supported to build houses), some of them live in one-room houses, social sentiments to make the children study (or stay) in separate rooms in order to monitor them, etc.

#### *Mode of Transport to the School*

Further, on the facilities that the students are privileged, the mode of transport to their respective schools have been checked in the questionnaire. Accordingly, the following result has been received:

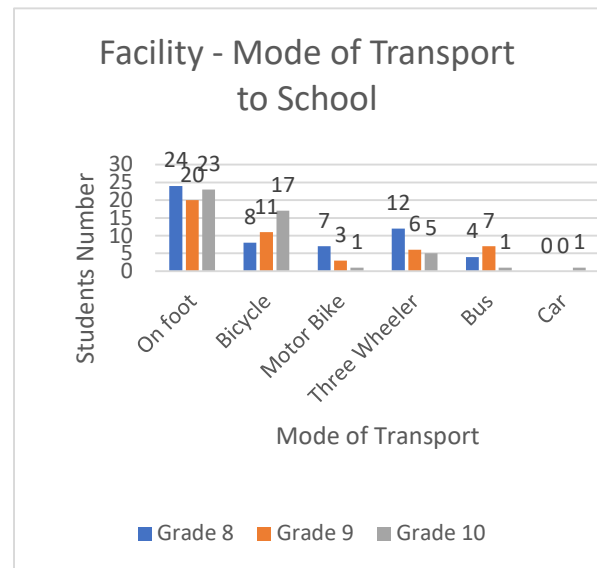


Figure 8: Mode of Transport to Schools

On the whole, 67 students come to school on foot which covers 67.67%, 36 students come on bicycle which is 24%, 23 come by three-wheelers that comes 15.33%, by bus, it is 12 which is 8%, another 11 come by motor bicycle which is 7.33%, and only one student comes in car which is 0.67%.

This result indicates that more students come on foot and the reasons was; school is closer to their homes, lack of financial facility to purchase a vehicle, etc. The mode of transport also makes some kinds of influences on the learning process such as time of arrival and departure to school and other study environments like private tuition classes.

#### *Range of Marks Obtained by the Students*

The marks received by the students is another indicator which shows the relationship between the parental income and their learning process. The following marks range has been developed to measure the marks obtained by each grade of students, and further the gender distribution of obtained marks had been checked. Accordingly, the following range has been scheduled: 0 – 10 marks, 11 – 20 marks, 21 – 30 marks, 31 – 40 marks, 41 – 50 marks, 51 – 60 marks, 61 – 70 marks, 71 – 80 marks, 81 – 90 marks, and 91 – 100

marks. These marks were the marks obtained by the overall three schools with the sample size of 150, and the marks were obtained in the 3<sup>rd</sup> term of the samples' previous grades. The following results had been obtained:

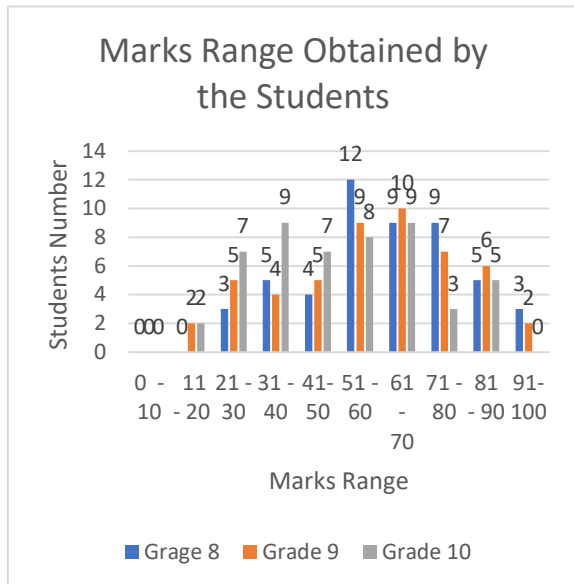


Figure – 9: Marks Range Obtained by the Students

The following table indicates the marks range, the marks obtained by the students, and their respective percentage:

Table – 04: Marks Obtained by Grade – 8 Students

No	Marks Range	No. of Students	Percentage
1	0 - 10	0	0
2	11 - 20	0	0
3	21 - 30	3	6
4	31 - 40	5	10
5	41 - 50	4	8
6	51 - 60	12	24
7	61 - 70	9	18
8	71 - 80	9	18
9	81 - 90	5	10
10	91 - 100	3	6
<b>Total</b>		<b>50</b>	<b>100</b>

The above table – 04 indicates that more students from Grade 8 fall on the 51 – 60 range of marks. That is, more than a general pass range is covered. Also it is noted that the ranges 61 – 70 and 71 – 80

cover 18% each, that is, they count a total of 36%. This indicates that more students from Grade 8 obtained more than the average marks in the English Language subject. Further, the table shown no students scored between 0 and 20 marks, which is a good sign that students from Grade 8 score more than 20 marks. However there are about 8 students out of 50 which covers 16% score below 40 marks which is noted to be the fail marks generally in the school system of Sri Lanka. At the same time there are 3 students of 6% scored marks between 91 and 100 which is also a good sign of the Grade 8 students' affinity towards learning English language and the credits go to the teachers as well in this regard.

Table – 05: Marks Obtained by Grade – 9 Students

No	Marks Range	No. of Students	Percentage
1	0 - 10	0	0
2	11 - 20	2	3.92
3	21 - 30	5	9.80
4	31 - 40	5	9.80
5	41 - 50	5	9.80
6	51 - 60	9	17.66
7	61 - 70	10	19.61
8	71 - 80	7	13.72
9	81 - 90	6	11.77
10	91 - 100	2	3.92
<b>Total</b>		<b>51</b>	<b>100</b>

Table – 05 given above shows the marks obtained by Grade 9 students. This results that more students, 10 out of 51, scored marks between the range of 61 and 70 that covers 19.61% of the total sample population in Grade 9. Also the table indicates that about 29.41% of the students scored above 71 marks. However, 12 students scored below 40 marks, which is below the pass marks, which covers 23.52% which is further just less than one fourth of the total sampling population that

would not be a good sign for the learning of English language environment.

Table – 06: Marks Obtained by Grade – 10 Students

No	Marks Range	No. of Students	Percentage
1	0 – 10	0	0
2	11 – 20	2	4.07
3	21 – 30	7	14.28
4	31 – 40	9	18.37
5	41 – 50	7	14.29
6	51 – 60	7	14.29
7	61 – 70	9	18.38
8	71 – 80	3	6.12
9	81 – 90	5	10.20
10	91 – 100	0	0
<b>Total</b>		<b>49</b>	<b>100</b>

Table – 06 specifies that there are no students from Grader 10 scored below 10 marks and between 91 and 100 marks. But it is mentioned that 36.72% of the students scored below 40 marks, that is the pass marks. Yet, 9 students out of 49 scored between the range of 61 and 70 marks that informs a good sign, and totally 63.28% scored more than the expected pass marks. This shows the interest of the students and the teaching ability of the teachers for the Gade 10 students. Also these and the students now following Grade 11 where they are going to face G.C.E (O/L) examination this year.

Table – 07 indicates the overall marks obtained by all three grades. This table gives a positive sign that only 25.33% of students obtained below 40 marks and the rest took more than 41 marks. That is, 74.67% of students, about three quarter of the total samples, scored more than the expected pass marks, irrespective of the profession of their parents.

Table – 07: Overall Marks Obtained

No	Marks Range	No. of Students	Percentage
1	0 – 10	0	0.00
2	11 – 20	4	2.66
3	21 – 30	15	10.00
4	31 – 40	19	12.67
5	41 – 50	16	10.67
6	51 – 60	28	18.67
7	61 – 70	28	18.67
8	71 – 80	19	12.67
9	81 – 90	16	10.67
10	91 – 100	5	3.32
<b>Total</b>		<b>150</b>	<b>100</b>

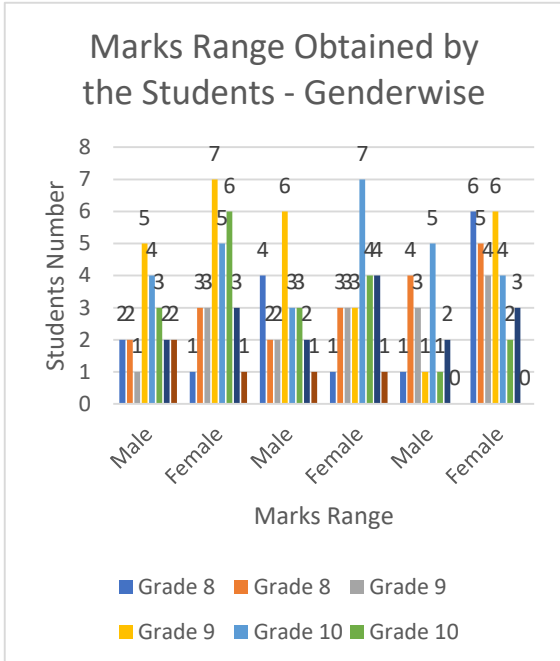


Figure 10: Marks Range Obtained Genderwise

The above Figure – 10 shows that 64 males and 86 female students' marks obtained in English language in their third term have been given as grade 8, grade 9, and grade 10 respectively. Further no students scored 0 – 10 marks range, 3 males and 1 female students obtained marks range between 11 and 20, 7 and 8 students obtained 21 – 30 as their range of marks as male and female respectively, 8 and 11 males and females respectively obtained the range between 31 and 40 marks, 6 and 10 students (males and females respectively) scored between 41 and 50

marks, 12 and 16 males and females respectively obtained in each range 51 – 60 and 61 – 70 marks, 7 and 12 males and females respectively obtained the marks between 71 and 80, 6 males and 10 female students obtained the marks range between 81 and 90 marks, and 3 males and 2 female students got the highest range of 91 – 100 marks.

Figure 11: Marks Range Obtained Male

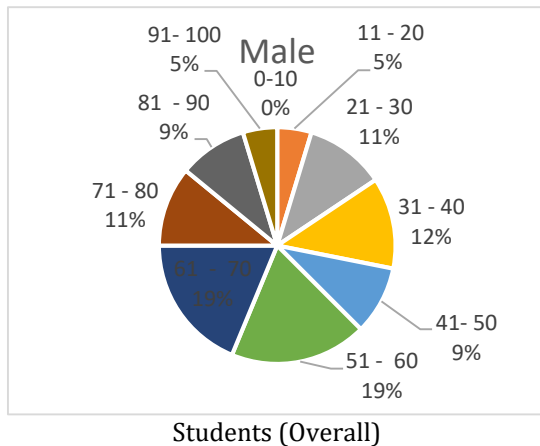


Figure – 11 says that no male student obtained 0 – 10 marks, and obtained 19% of students obtained the marks between 51 and 60 and 61 and 70. That is, 38% of male students fall in the better pass category of 51 – 70 marks range. At the same time, only 5% and 9% of male students obtained the highest range of marks such as 91 – 100 and 81 – 90 marks range respectively which could be considered as distinction pass. Also it is noteworthy that 11% of male students in all three grades obtained the merit range of 71 – 80 marks.

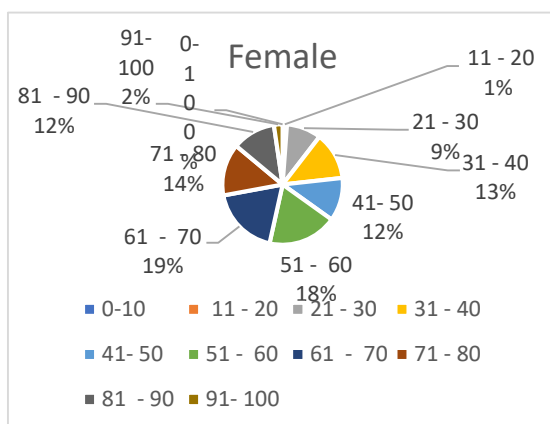


Figure 12: Marks Range Obtained Female Students (Overall)

Figure – 12 indicates that no female student obtained 0 – 10 marks range and only 1% obtained the second range 11 – 20 marks. The highest percentage, 19%, of female students obtained was 61 – 70 marks range, next was 18% of the marks range 51 – 60 marks. In total the most number of female students fall in the 51 – 70 marks range which covers 27% in total which indicates that they have a “better” category. 2% and 12% of female students obtained the considered distinction pass category of the 91 – 100 and 81 – 90 marks ranges respectively, that is 14% of the total samples.

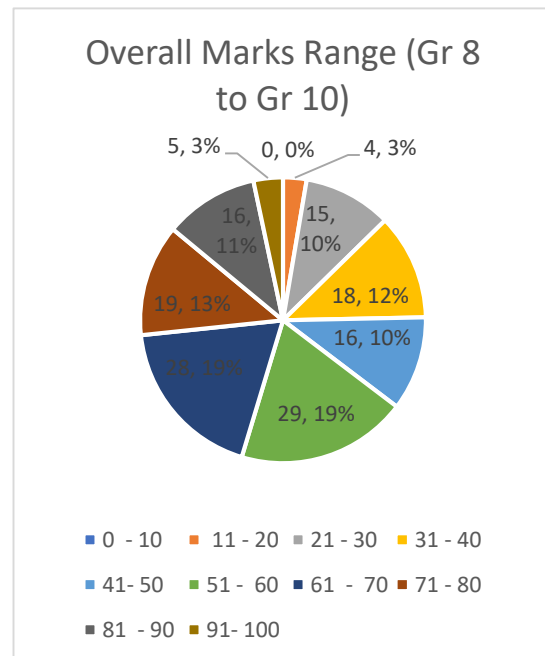


Figure 13: Marks Range Obtained both the Genders (Overall)

Figure 13 represents the marks range obtained by both male and female students in all grades such as Grade – 8, Grader – 9, and Grade – 10 students. Accordingly, no student took the minimum range of 0 – 10 marks which is a positive sign. At the same time 3% and 11% of the students scored 91 – 100 and 81 – 90 marks range which is considered as distinction pass in the G.C.E (O/L) category. Further, 10% and 19% of the students scored 41 – 50 and 51 – 60 marks range respectively which could be considered a pass. Finally, 19%, and 13%,

obtained the marks range of 61 – 70 and 71 – 80 respectively which totals 32% in the total samples which could be considered a merit pass in the G.C.E (O/L) standards.

**Conclusion**

*Association between father’s occupation and student marks*

Hypothesis:

H<sub>0</sub>: Father’s occupation does not have an effect on student marks

H<sub>1</sub>: Father’s occupation has an effect on student marks

The independent variable (father’s occupation) was measured in nominal scale whereas the dependent variable (student marks) was measured in continuous scale. Therefore, One-way Analysis of variance test was carried out to test the hypothesis. The output tables are shown below:

Table08: ANOVA  
Marks

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	8109.396	6	1351.566	3.929	.001
Within Groups	49194.097	143	344.015		
Total	57303.493	149			

Table09: Test of Homogeneity of Variances  
Marks

Levene Statistic	df1	df2	Sig.
.796	6	143	.574

The F-statistics from the ANOVA test is 3.929 with a significant value of 0.001 (see table 08). As the significant value is less than 0.05, it can be concluded that there is a significant effect of father’s occupation on student marks. In order to get an in-depth finding from the survey, Post hoc analysis was carried out. Test of homogeneity of variances (see table 09) proved that the variances are equal (sig. value = 0.574>0.05). Hence, Scheffe test was selected as the mode of Post hoc analysis. The results of the analysis are presented in table 3.

According to table 10, only the difference between agricultural workers and teacher and academic workers is significant at 0.05-significance level. Teacher and academic workers’ children get an average mark of 75.1 whereas the children of agriculture worker get an average mark of 51.4. The differences in other categories are not significant. A clear graphical description of the scenario is portrayed by the means plot in figure 14.



Table 10: Post Hoc Analysis - Multiple Comparisons  
Marks Scheffe

(I) Father Occupation	(J) Father Occupation	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Business	Labour level	4.274	4.836	.992	-13.15	21.69
	Agricultural	11.558	4.606	.396	-5.03	28.15
	Managerial level	7.292	6.558	.974	-16.33	30.91
	Teacher and academic level	-12.113	6.238	.707	-34.58	10.36
	Abroad	-8.375	8.466	.986	-38.87	22.12
	No job	9.958	8.466	.966	-20.54	40.45
Labour level	Business	-4.274	4.836	.992	-21.69	13.15
	Agricultural	7.284	3.992	.765	-7.09	21.66
	Managerial level	3.018	6.142	1.000	-19.11	25.14
	Teacher and academic level	-16.387	5.799	.247	-37.27	4.50
	Abroad	-12.649	8.148	.877	-42.00	16.70
	No job	5.684	8.148	.998	-23.67	35.03
Agricultural	Business	-11.558	4.606	.396	-28.15	5.03
	Labour level	-7.284	3.992	.765	-21.66	7.09
	Managerial level	-4.267	5.962	.998	-25.74	17.21
	Teacher and academic level	-23.671*	5.608	.009	-43.87	-3.47
	Abroad	-19.933	8.013	.408	-48.80	8.93
	No job	-1.600	8.013	1.000	-30.47	27.27
Managerial level	Business	-7.292	6.558	.974	-30.91	16.33
	Labour level	-3.018	6.142	1.000	-25.14	19.11
	Agricultural	4.267	5.962	.998	-17.21	25.74
	Teacher and academic level	-19.405	7.297	.321	-45.69	6.88
	Abroad	-15.667	9.274	.826	-49.07	17.74
	No job	2.667	9.274	1.000	-30.74	36.07
	Business	12.113	6.238	.707	-10.36	34.58
	Labour level	16.387	5.799	.247	-4.50	37.27

Teacher and academic level	Agricultural	23.671*	5.608	.009	3.47	43.87
	Managerial level	19.405	7.297	.321	-6.88	45.69
	Abroad	3.738	9.050	1.000	-28.86	36.34
	No job	22.071	9.050	.434	-10.53	54.67
Abroad	Business	8.375	8.466	.986	-22.12	38.87
	Labour level	12.649	8.148	.877	-16.70	42.00
	Agricultural	19.933	8.013	.408	-8.93	48.80
	Managerial level	15.667	9.274	.826	-17.74	49.07
	Teacher and academic level	-3.738	9.050	1.000	-36.34	28.86
	No job	18.333	10.708	.816	-20.24	56.91
No job	Business	-9.958	8.466	.966	-40.45	20.54
	Labour level	-5.684	8.148	.998	-35.03	23.67
	Agricultural	1.600	8.013	1.000	-27.27	30.47
	Managerial level	-2.667	9.274	1.000	-36.07	30.74
	Teacher and academic level	-22.071	9.050	.434	-54.67	10.53
	Abroad	-18.333	10.708	.816	-56.91	20.24

The mean difference is significant at the 0.05 level.

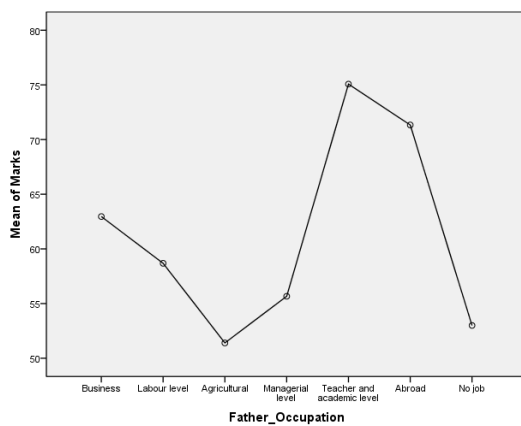


Figure 14: Means plot

*Association between mother's occupation and student marks*

Hypothesis:

H<sub>0</sub>: Mother's occupation does not have an effect on student marks

H<sub>1</sub>: Mother's occupation has an effect on student marks

The independent variable (mother's occupation) was measured in nominal scale whereas the dependent variable (student marks) was measured in continuous scale. Therefore, One-way Analysis of variance test was carried out to test the hypothesis. The output tables are shown below:

Table 11: ANOVA  
Marks

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	4669.800	6	778.300	2.115	.055
Within Groups	52633.693	143	368.068		
Total	57303.493	149			

The F-statistics from the ANOVA test is 2.115 with a significant value of 0.055 (see table 11). As the significant value is greater than 0.05, it can be concluded that there is

no significant effect of mother's occupation on student marks.

Therefore, it can be concluded that fathers' occupation has a direct impact on the socio-economic background which leads to the good/poor environment of the English Language learning. But the mothers' occupational background does not have any direct impact on the socio-economic nature which also does not affect the English language learning system.

However, the overall results indicate that there are no significant impact on the socio-economic background to the learning of English language at school level, but the different teaching methodologies of the teachers have direct impact on learning English language.

Therefore, it is recommended to give continuous training to the English teachers and continuous motivations must be given to those teachers. Further, the government must implement "good practices" adopted by the teachers.

Also, it is recommended to train the English teachers to work in the rural areas rather than the urban and semi-urban setups, since the urban and semi-urban students can have outside classes (tuitions) facilities but not the rural students.

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