

**EFFECTS OF FAMILY BACKGROUND AND ECONOMIC  
STATUS ON STUDENTS' ENGLISH LANGUAGE  
ACHIEVEMENT**

**A thesis submitted to the Department of English Education  
Tribhuvan University Campus, Kirtipur  
In partial fulfillment for the master's degree in Education.  
(Specialization in English language education)**

**By  
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**Faculty of Education  
Tribhuvan University  
Kirtipur, Kathmandu, Nepal**

**2007**

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## RECOMMENDATION FOR ACCEPTANCE

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# DEDICATION

*Dedicated to my parents and gurus who have always  
been the source of my inspiration behind any efforts  
and achievements.*

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First of all, I feel very pride to express my sincere gratitude to my supervisor and my respectable guru Dr. Jai Raj Awasthi, Professor of Department of English Education, Faculty of Education, University Campus, Kirtipur for his continuous guidance and valuable suggestions without his sincere guidance, help, corporation, encouragement, inspiration and patronage loving attitude. I would not have been able to present this thesis in this form.

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Yag Raj Bhatta

Aug, 2007

## **ABSTRACT**

The present study was conducted to examine the effects of family background and economic status on students English Language achievement. Students who came to school for learning the English language are from different family background and economic status. They came from the family having educated parents, uneducated parents, from the rural locality, from the urban locality. Their ethnicity also varies like: some were Dalits, Brahmins, Chettris, and others. They were different in terms of their family occupation such as: agriculture, business, service and other occupation. Their economic status was also not same. They came from rich family, middle class family and the poor class family. They were also varies in terms of their family income.

The researcher collected data (responses made to the test items and questionnaire administered to the students) from secondary level Grade Nine Students who were from different ten public schools of Dadeldhura district. The data were analyzed on the basis of students average achievement score, parents educational status, their family structure, their locality, their ethnicity and occupation of their family. The researcher came to the conclusion that (I) Students having both educated parents were found to have higher achievement than those of having one educated parent or both uneducated parents (II) Students who were from the Chettri group were found to have higher achievement than those of the students from the Dalit group. (III) Students from the family having mixed occupation were found to have higher achievement than those from the family having agriculture as occupations. (IV) Students from the middle class were found to have higher achievement than those of the family having poor economic conditions.

The thesis is divided into four chapters. Chapter one is an introductory chapter which deals with the background of the study. It sets the necessary theoretical background, justifies the significance of the study and presents the objectives.

Similarly, chapter two states the methodology. It deals with the sources of data procedure and tools and process for the data collection and limitations of the study.

Chapter three entails analysis and interpretation of the data. It deals with the analysis of collected data and interpretation of them by using different statistical tools, graphs and charts.

Chapter four consists of the findings and recommendations made in light of analysis and interpretation. It presents the findings and conclusion on the effect of six different variables related to the family background and economic status of students on their educational achievement. It also recommends some ways to improve their educational status.

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## LIST OF ABBREVIATIONS

AV	:	Average
Dr.	:	Doctor
Mr.	:	Mister
No.	:	Number
S.N.	:	Serial Number
CBS	:	Central Bureau of Statistics
HMG	:	His Majesty's Government
MOES	:	Ministry of Education and Sports
NESP	:	Nepal Education System Plan
HNEC	:	High Level National Education System
NEC	:	National Education Commission
DEO	:	District Education Office
Vol.	:	Volume
TV	:	Television
%	:	Percentage
$\bar{X}$	:	Sign of Mean Average
$\Sigma$	:	Sign of Summation
$\bar{\bar{X}}$	:	Sign of Grand Average
N	:	Number of Students
BE	:	Both Educated
OE	:	One Educated
BU	:	Both Uneducated
AE	:	All Educated
AU	:	All Uneducated

## CHAPTER – ONE

### INTRODUCTION

#### 1.1 General Background

Language is primarily human and non-instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols. By means of language we can express our ideas, feelings or emotions. Language is interwoven by different but interrelated skills listening, speaking, reading and writing. These skills are arranged systematically for the complete skeleton of language. So language is the vehicle for ideas.

According to Wardhaugh (1986:3) “Language is a system of arbitrary vocal symbols used for human communication.” Language is a special gift for the human beings. It not only facilitates our expressions, it further helps in our thinking as well. We mainly think by the help of the language or languages. In the absence of language we cannot communicate. Our ideas, feeling and emotions change very quickly depending upon time and situation but if we record them by help of the language, they are long lasting. Sometimes they can change the mind of many people in the world, their ideas and way of thinking as well. Language is primarily a means of communication. It is species specific i.e. only human beings are capable of learning a language. It is difficult to find out comprehensive definition of language. Richards et al. (1999: 196) define languages as “The system of human communication which consists of structural arrangement of sounds or their written representation into large units e.g. morphemes, words, sentences, utterances.”

Language is the most powerful means of communication. There are many languages in use. Among them “English is the most widely used

and expanded language. It is the international language, as a medium of international communication. One in every seven human beings speaks it. More than half of the world's books and three quarters of international mails are in English. Of all languages, English has the largest vocabulary perhaps as many as the million words and one of the noblest bodies of literature". (Sthapit et al. 1994) By this we can realize the importance of the English language. We can not be devoid of knowledge that is exploding each and every moment all around the world. We can not be isolated from the entire world that is connected by the web. We cannot help ourselves quenching our thirst of knowledge. We cannot keep ourselves away from incidents and accidents that are happening in our planet. For these all, we need to read the books; we need to use the telephone, fax, internet, and email; we need to read newspaper, listen to the radio or watch T.V. For all these we need the English language. Thus, the growing use of English is the demand of day.

In different international organizations like the United Nations Organization (UNO), South Asian Association for Regional Corporation (SAARC), World Trade Organization (WTO), English is the means of communication. English has the official status over 70 countries and is taught as a foreign language in 100 countries. It has secured the status of L<sub>2</sub> so it is a medium of instruction. Therefore, it has become an inevitable source of knowledge for native and non-native speakers, too.

To learn the English language, we need to have good environment, i.e. physically, mentally, economically and environmentally. The school where children study should try to provide them with suitable environment. But the suitable environment at school alone is not enough for any second language learning, families of the children should provide them with every support they need. Hence, family background and

economic status of the family play a vital role in children's language learning.

### **1.1.1 Family**

Family is taken as the first organized unit of the society. The word family is derived from the Latin word 'famulus' which means mother, father, children and servant. According to Burgess and Locke (as cited in Sharma 2006:45) "family is a group of persons united by ties of marriage, blood or adoption constituting a single household interacting and intercommunicating with each other in their respective social roles of husband and wife. Father and mother, son and daughter, brother and sister, creating a common culture." By the above definition we can generalize that a family is an institution set up by the blood relation, marriage or adoption where different members play different roles residing under the same roof.

### **1.1.2 Types of Family**

Family can be classified into different groups depending upon various factors:

A. On the basis of structure, a family is divided into two groups:

#### **(I) Nuclear Family**

The family consisting of father, mother and their children only is called a nuclear family. The size of family is generally small. The nuclear family is the early stage before a couple forms a new family by celebrating the marriage of their son.

#### **(II) Joint Family**

The grand father, grand mother, father and mother, brothers and sisters, daughter in law, elder brother's wife and younger brother's wife,

grandsons, grand-daughters living and dining together in one family for three/four generations is called a joint family. In other words, more than one couple and their offspring's living and dining together form a joint family. Generally the size of a joint family is large. Since size of a joint family is large, it needs more income and resources to fulfill the needs and necessity of its members.

#### B. On the basis of residence, lineage and authority

On the basis of residence, lineage and authority a family can be divided into the following two groups:

##### **(I) Patriarchal family**

In this family father or the eldest living male leads the family. He is the owner and manager of the property and resources that the family owns.

##### **(II) Matriarchal family**

This family is also called mother dominated family. The mother enjoys the power, prestige and authority in the family. She is the most important member of the family.

#### C. On the basis of marriage, a family can be divided into three groups:

##### **(I) Monogamous family**

This family is formed by the marriage between a man and a woman and consists of a husband, a wife and their unmarried children.

##### **(II) Polygamous family**

This family consists of more than one life partner at the same time. It has the following forms:

**(a) Polygynous family**

This family is formed when a man marries two or more than two wives at the same time.

**(b) Polyandrous family**

The family is formed when a woman marries more than one man at the same time. It can further be divided into two groups:

**(i) Adelphic Polyandrous family**

This is the system of marriage in which all the brothers marry a woman as their common wife.

**(ii) Non-Adelphic Polyandrous family**

This is the system of marriage in which the men who marry a woman as their common wife should not necessarily be the brothers. He or they can be any other relatives.

**(III) Punaluan family**

In this system of marriage, a group of men marries another group of women and they all collectively become husbands and wives. This type of family was in existence when nuclear family had not developed. This is no longer in existence.

**1.1.3 Literacy situation in Nepal**

According to 2001 census, the literacy rate of Nepal is 54.1 percent and the male and female literacy rates are 65 and 42.5 percent respectively. The literacy rate of Nepal has been improving gradually over the years.

**Table No. 1**

**Literacy Status and by Ethnic/Caste Groups**

<b>Caste/Ethnicity</b>	<b>Literacy Rate</b>
Chhetri	60.11
Brahmin – Hill	74.90
Magar	55.90
Tamang	45.04
Newar	71.22
Gurung	59.79
Dalit	42.20

(Source: Population Monograph of Nepal CBS (2003) Volume – I)

Literacy rate at Dadeldhura district among different age group is 54%. The literacy rate among males is 65.7% and among female is 42.8%.

**1.1.4 Locality**

More people live in villages compared to towns or central part of the district. So the number of household is also larger in rural areas than in urban areas. Among the total population (126162) of Dadeldhura district 86162 people live in villages and only 40,000 people live in urban areas.

**1.1.5 Ethnicity**

Nepal is said to be a garden of four castes and thirty six sub-castes but here are around one hundred castes living together. There is no exact number of castes because in every census some new castes are found and some have disappeared.

**Table No. 2**

**Population by Cultural Groups**

<b>Broad Cultural Groups</b>	<b>Total Ethnic/Caste Groups</b>	<b>Percentage of Total population in 2001</b>
Caste origin Hill Hindu groups (including Hill Dalit)	9	38.00
Caste origin Terai Hindu Group (including Terai Dalit)	43	20.97
Newar	1	5.48
Janajati both the Hill and Terai Janjati	41	31.01
Musalmani including Churoute	2	4.29
Other	4	0.25
Total	100	100.00

(Source: Population monograph of Nepal CBS, (2003) Vol. I.)

The following three major castes occupy the major part in Dadeldhura. The ethnic composition of Dadeldhura district is as follows.

**Table No. 3**

**Ethnic Composition**

<b>Castes</b>	<b>Percentages</b>
Brahmin	51.28
Chhetri	30.64
Dalit	18.08

(Source: Educational Destination, DEO Dadeldhura 2062.)

The above table shows that the percentage of Brahmin is higher than that of Chhetri and Dalit.

### **1.1.6 History of school and education in Nepal**

In the past education was based on religions. The Brahmins used to study 'vedas' 'upanishads' 'Jyotish' (Astronomy) and sciences of rituals (karmakand). The education was given at 'Ashrams' of 'Rishis' and 'Munis'. Education based on Buddhism used to be imparted by monks of 'Gumbas' and 'Vihars'. The same trend continued upto Malla and Lichhavi periods. Rulers of Lichhavi and Malla periods tried to institutionalize the religious institutions into educational institutions.

After the unification of Nepal, the modern age of education started. The Ranas and Shahs realized the importance of education and established different schools, vihars and chaityas. They also managed the trust for the proper running of these institutions.

'Durbar School' established by Junga Bahadur Rana, is the first formal school in the history of Nepal. It was only for the children of the Ranas and their relatives. Common people were not allowed to study at that time. As time passed by Rana Prime Ministers Dev Shamsheer and Chandra Shamsheer also contributed to the development of education in Nepal. They made some flexible patterns of schooling and established other 'language schools'.

The English language has been included in the curriculum from primary level to Bachelors as a compulsory subject. Much effort is made and money spent for the betterment of English language teaching and learning in Nepal but the achievement of students in English language especially of public schools and colleges is not satisfactory. Students are afraid of learning English language. The factors responsible for the low

achievement of students in English are: parent's involvement in students studies, their occupations, aspirations and attitudes of students towards the target language and the teacher, economic condition of family etc. Due to these variables students achievement in the English language is not to the mark expected.

Rana Prime Ministers Dev Shamsheer and Chandra Shamsheer also contributed to the development of education in Nepal. In totality during 104 years of the Rana regime, 321 primary schools, 200 lower secondary schools and 11 secondary schools were established. The table below shows that very few schools were established before 2007 B.S.

**Table No. 4**

**Schools in Nepal**

<b>Schools</b>	<b>2007</b>	<b>2018</b>	<b>2027</b>	<b>2033</b>	<b>2038</b>	<b>2047</b>	<b>2053</b>	<b>2062</b>
Primary	321	4,001	7,256	8,314	10,130	19,842	22,218	27,523
Lower Secondary	200	-	677	2,289	2,796	3,564	5,506	8471
Secondary	11	156	494	520	918	1,953	2,903	5039

Source: Education in Nepal 2011, NESP-2028, NTC – 2045, and HNEC 2055.

After the introduction of democracy schools started mushrooming and the number reached 22,218 in 2053 B.S. The number of schools are increased rapidly in the year 2063, 27523 primary, 8471 lower secondary and 5039 secondary schools are recorded. But by seeing the increasing number of schools only we can not be satisfied, as we all know that the quality and achievement of school students is not still so satisfactory.

### **1.1.7 Present Status of Educational Achievement in Nepal**

Educational achievement in Nepal is still not satisfactory if we analyze the reports of different commissions and researches. According to HNEC 2055 report “the average educational achievement of primary level students in Nepali, social studies, and English is below 50%. 25 students out of 100 who study in class 6 leave their studies when they are in class 7. Only 41 appear in the secondary level exam and only 15% pass the exam.

### **1.1.8 English Language Achievement in Nepal**

History of English language teaching and learning started along with the establishment of Durbar High School in Nepal. Now it is a compulsory subject from primary to bachelor’s level. But a bitter reality is that most of the students in public schools and colleges fail in English. English language achievement in Nepal is still not satisfactory. Students achievement in it is below the average. There are certainly some factors responsible for that situation. The main factors are the children’s family backgrounds and economic conditions. The English course at school levels require different cassettes for listening and speaking practice but people are not able to buy them. In rural areas, teachers are even unaware of being listening and speaking skills. They do not even hold any practices in the classroom. The students are becoming weaker and weaker in the English language. Now the failure in the main subjects like English, Math, Nepali, and Social studies causes the drop out. Though the government has changed the nature of the course but teachers are still traditional and are conditioned to the traditional ways of teaching. The following table shows the some facts about school level English language achievement.

**Table No. 5**

**Year wise Achievement of Students in English at Dadeldhura District  
in the S.L.C. Exam**

<b>S. No.</b>	<b>Year</b>	<b>Full marks</b>	<b>Student No.</b>	<b>Passed No.</b>	<b>Passed %</b>	<b>Average mark</b>
1	2057	80	1110	541	48.73	29.92
2	2058	80	1174	707	60.22	28.99
3	2059	80	1430	542	37.90	27.83
4	2060	80	1238	694	56.05	33.16
5	2061	80	1546	726	46.95	28.98
6	2062	80	1280	652	50.93	36.96
7	2063	80	1600	850	53.12	42.79

(Source: Educational Destination, DEO, Dadeldhura, 2062)

The above table shows that the pass percentage in compulsory English is very low and the average mark obtained by the students is below 40 except in the year 2063. By the 7 years result, the lowest pass percentage is 37.90 in the year 2059. The lowest average mark is 27.83. in the year 2059 and the highest is 42.79 in the year 2063. It shows that there is no any regular increase in the marks obtained by the students but it is only the fluctuation in both the pass percentage and the average marks.

### **1.1.9 English Language Achievement in Dadeldhura District**

The facts about students language achievement in Dadeldhura district are average keeping in view the whole nation. In 2058 B.S. 26.00% boys and 11.90% girls passed the S.L.C. exam from whole nation. Out of total students who appeared in the S.L.C. exam 38.92% boys and 22.08% girls passed in English in Dadeldhura district.

### **1.1.10 Problems in teaching and learning the English language**

Teaching and learning process of a language is a complex phenomenon. Learning is facilitated by teaching and better teaching is the symbol of effective learning. It may be affected by family background viz. parents occupation, education, family structure, locality, ethnicity, economic condition, attitudes of students towards teacher and parental involvement in students studies. Without finding out the effect of these factors in teaching and learning process it will be the wastage of time, effort, and money. Thus, it is very much important to find out the effects of family background and economic condition on students English language achievement.

The first thing we do in language teaching is to identify the learner, his family background and economic status, attitudes of learners towards the target language and target language teacher, his/her linguistic background, social background, parents occupation and aspirations. We may ask the following question for the purpose.

Are the learners parents educated?

Are the parents involved in students studies?

Are the children positively motivated to learn the language?

Do they have positive attitudes towards the target language and target language teacher?

Are the parents able to spend a lot of money in their child's studies?

What is the social background of the child?

What is the parents occupation?

Are the children getting more exposure in the target language?

Do the learners have positive self esteem and aspiration?

### **a. Economy**

The money spent on the students education is the main variable for their successful and better achievement. Economic status of the family plays an important role for the students academic achievement. The family having poor economic status and the family having all the facilities of T.V. Radio, newspaper etc. may facilitate better achievement.

### **b. Education of Parents**

Educated parents tend to strive hard to see that their children get benefits of modern education. Most of the Nepali parents in rural areas are uneducated so they don't know the value of education.

### **c. Occupation of Parents**

Parents holding high jobs generally hold high educational aspiration for their children. They prefer to spend their resources on the education of the boys because they believe that eventually the boys will be the bread winner of the family but not the girls, so that parents having good jobs send both their sons and daughters to school without any discriminations.

### **d. Income of the Parents**

Income of the parents is a very important determinant of the children's educational aspiration. Education is often regarded as an unprofitable investment. It is only in those families where parents are in fairly stable and sound economic condition that the daughters education is given priority. But most of the villagers (especially lower castes) have very low income and great number of children and they have to change one to educate. Certainly they will give priority to sons.

## **1.2 Review of the Related Literature**

There is no research done that is directly related to the achievement in the English language. But some researchers have carried out the research on the topics that have more or less interrelationship.

Chopara (1964) carried out a research on “Interrelationship Between Secondary Level Students Achievement and their Social Condition.” He found that failure percentage among vocational, administrative and management related students is 27% and 6% among others.

Jain (1976) carried out a research on “Interrelationship Between Family Environment and School Achievement” and concluded that family has significant and positive effect on students' educational achievement. There is no any relationship between socio-economic condition and school achievement.

Sthapit (2035) carried out a research on “Non-Academic Factors Affecting Qualitative Achievement among Students”. He concluded that Students' achievement is affected by discipline, continuity and regular presence in the class. Family size has no effect on students achievement.

Khanal (2059), carried out a research on “Factors Affecting High and Low Educational Achievement.” He concluded that there is the interrelationship between parents occupation, ethnicity and parents guidance and educational achievement.

Bhandari (2062) carried out a research on "Family Background have an Effective Role on English Language Achievement". He concluded that the structure, leadership and occupation of parents have interrelationship with student's English language achievement.

This study is different from those in the sense that it is related to students English language achievement and variables were family background and economic status.

Our country has diversity in culture and ethnicity. Students from different family background came to study in class nine. They are different in terms of languages, economy, behaviour, social adjustment that depend upon their parents education, occupation, family structure, marital adjustment, their locality, social environment, ethnicity and economic condition.

### **1.3 Objectives of the Study**

This research had the following objectives:

- i) To find out the effect of family background and economic status of students on their English language achievement.
- ii) To compare the effects of family background and the economic status of students keeping in view the variables such as: parent's education, parent's occupation, structure of the family, ethnicity, locality and economic condition of students on the English language achievement.
- iii) To provide some pedagogical suggestions.

### **1.4 Significance of the Study**

This research work has the following significance:

Without having the knowledge of students family background, it will be very much difficult or to some extent impossible to teach English language. So, it is very significant to find out the effects of family background on students English language achievement.

Many researchers can carry out further research on the related areas.

While designing and planning the curriculum, the curriculum designer, planners and policy makers have to know the students needs, background and economic status. The curriculum designed considering students family background only can bring the fruitful results.

Students, teachers, parents, researchers and experts will be benefited by this research..

### **1.5 Definition of Specific Terms**

Some terminologies used in this research can have different meanings depending upon time, situation and context. So, the main terminologies give the following meaning in this research.

- a) Achievement: Achievement refers to the score obtained by the selected students in the test conducted by the researcher.
- b) Occupation: Occupation refers to the occupation of selected students parents.
- c) Education: Education refers to the formal educational degree of the family members parents.
- d) Educated: Educated refers to those family members who have SLC or above qualification.
- e) Family structure: Family structures refer to the type of the students' family.
- f) Locality: Locality refers to the location of the student's house or family.
- g) Ethnicity: Ethnicity refers to the caste of the students or their parents.

- h) Test score: Test score refers to the scores obtained by the students in the researchers test.
- i) Family background: Family background refers to the nature of family from which the students have come.
- j) Uneducated: People having below SLC qualification.
- k) Economic Status: The money spent on students education and their rearing.

## **CHAPTER – TWO**

### **METHODOLOGY**

Methodology refers to the systematic study of required steps which are sequenced in the framework to carryout the research. So, the following methodology was used.

#### **2.1 Sources of Data Collection**

In order to carry out this research, the researcher used both primary and secondary sources of data. The sources were as follows.

##### **2.1.1 Primary Sources of Data**

As the primary sources of data, the researcher selected students studying in class nine after developing and administering the test and questionnaire.

##### **2.1.2 Secondary Sources of Data**

In addition to the primary sources, the researcher used a number of secondary sources of data i.e. various books related to the topic, research reports and population monograph. They are Joshi (2006), S.L.C. examination statistics (2062), CBS, population monograph volume I and II, Educational Destination (2063) DEO Dadeldhura.

#### **2.2 Population of the Study**

The population of the study consisted of hundred students who were selected from 10 public schools. The nature of the selected students is shown in the following table.

**Table No. 6****A Synopsis of the Picture Sample**

School	Education (Parents)			Family Structure		Ethnicity			Occupation				Economic Status		
	BE	OE	BU	Joint	Single	Dalit	Brahmin	Chettri	Ag.	Bs.	Ser.	Oth.	Rich	Avg.	Poor
1	2	3	5	6	4	2	5	3	3	2	3	2	3	4	3
2	2	4	4	7	3	2	4	4	3	1	3	3	2	3	5
3	3	3	4	8	2	-	5	5	5	3	1	1	3	2	5
4	1	3	6	4	6	2	4	4	4	4	1	1	2	1	7
5	2	3	5	2	8	2	5	3	5	-	3	2	4	2	4
6	2	4	4	3	7	2	3	5	3	1	3	3	4	2	4
7	1	2	7	8	2	2	3	5	2	3	1	4	2	4	4
8	1	3	6	7	3	1	2	7	6	1	2	1	-	3	7
9	2	3	5	2	8	3	3	4	5	2	1	2	3	4	3
10	1	4	5	5	5	4	4	2	2	3	2	3	3	3	4
Total	17	32	51	52	48	20	38	42	38	20	20	22	26	28	46

**2.3 Sampling Procedure**

Ten public schools of Dadeldhura district, three from urban area (Mahendra Higher Secondary School, Dadeldhura, Ugratara Higher Secondary School, Pokhara, Bhageshwor Secondary School, Tantar) and seven from rural area (Sahasharaling Higher Secondary School, Chamada, Balkalyan Secandary School Puspur, Ashigram Secondary School Rawa Khola, Bhadrapur Secondary School Bhadrapur, Bhageshwor Higher Secondary School Bogata, Saraswoti Secondary School Bagarkot, Manileke Secondary School Chipur) were purposively selected for the study. Ten students from each selected schools were selected by judgmental non-random sampling procedure.

**2.4 Tools for Data Collection**

In this study, two types of tools were constructed. The researcher conducted a test to collect the data. He prepared the test on the basis of the final test papers of grade nine which were used by different public

schools of Dadeldhura district. In the test two sets of questions were prepared. In the test, two passages (one seen and one unseen), one story, one essay and twenty grammatical items were included. The full mark of the test was 50 and the time was one and a half hour.

#### 2.4.1 Test Items are as follows:

Types of Items	Number of Items	Marks
1. Read the passage (seen) below and answer the exercise below.	One	$1 \times 10 = 10$
2. Read the passage (unseen) below and answer the exercise below.	One	$1 \times 8 = 8$
3. Write a readable story from the outlines that follow.	One	$1 \times 4 = 4$
4. Write an essay in about 100 words on 'The importance of Newspaper.'	One	$1 \times 8 = 8$
5. Choose the correct options and supply them in empty space.	20	$1 \times 20 = 20$
Total	24	50

A questionnaire including 10 items was constructed to collect the information about their family background and economic status from the selected students.

#### 2.5 Data Collection Procedure

The researcher visited those selected schools and explained the main objectives of his visit to the concerned people and asked the authority for permission to administer the test. After getting permission,

the researcher selected required number of students by using non random sampling procedure. Then, the sample population was taken to a separate room to conduct the test. The researcher gave them the necessary instructions on what they were supposed to do. The researcher himself played the role of the invigilator during the test. After the test was over he distributed the questionnaire among the same students and asked them to choose the correct option that suited the information about their family background and economic status. At last, the researcher thanked the students for their participation and co-operation and the school authorities for their kind help.

On the basis of response received from the students, the researcher generated the data.

## **2.6 Limitations of the Study**

The study was limited to;

- a) Ten public schools from Dadeldhura district only.
- b) Secondary level, especially class nine student's English language achievement.
- c) The effects of family background, economic status, parent education, occupation, family structure, locality and ethnicity.
- d) Achievement of students in reading and writing skills is evaluated on the basis of the test prepared and administered by the researcher.
- e) Effect of cultural, religious, political factor is not included.
- f) Only judgmental non-random sampling procedure was used for sampling population.
- g) The research was limited to the two sets of achievement test and questionnaire.
- h) Only 100 students, ten from each selected schools.

## **CHAPTER – THREE**

### **ANALYSIS AND INTERPRETATION**

#### **3.1 Introduction**

This chapter consists of analysis and interpretation of data. It is impossible to get the conclusion from any research without analyzing and interpreting the data. The study was done keeping in view the following variables; parents education, occupation, family structure, locality, ethnicity and economic status.

The data collected during this study were organized, tabulated and presented by the help of simple statistical tools such as: graphical and pictorial presentations.

#### **3.2 Analysis of Achievement of Students on the basis of their Educational Status**

The researcher had analyzed the achievement of the selected student's achievement by tabulating the data.

The following fact was found after calculating the average (mean) of the student's score from each school on the basis of their parent's education.

**Table No. 7**

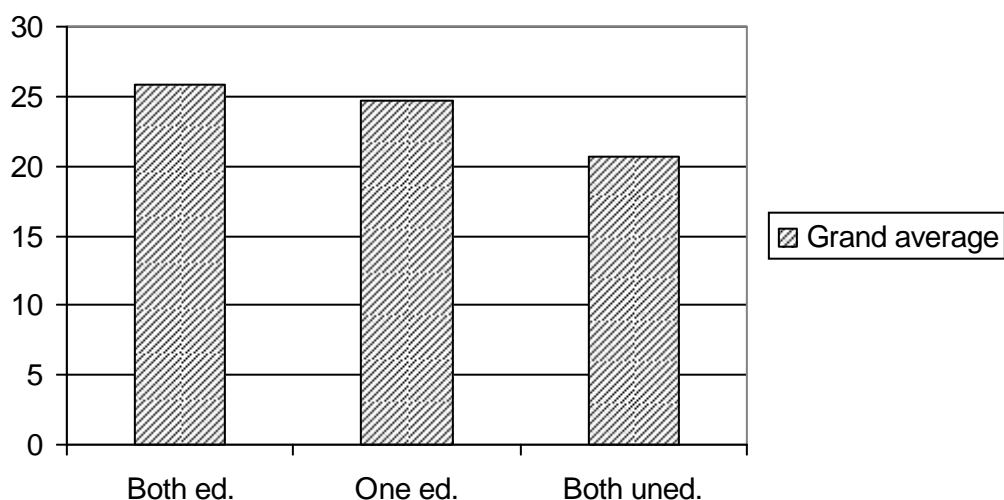
**Students Average Achievement on the Basis of their Parents  
Education**

<b>Schools</b>	<b>Both ed.</b>	<b>One ed.</b>	<b>Both uned.</b>	<b>Remarks</b>
1	28.9	22.2	10.5	
2	11.0	31.0	22.0	
3	39.1	19.0	30.6	
4	36.0	30.0	31.2	
5	22.1	38.0	0	No student found
6	18.8	27.2	20.9	
7	31.5	25.3	20.2	
8	30.0	14.5	22.0	
9	19.8	19.6	30.0	
10	21.0	29.5	19.3	
Total	258.2	246.3	206.2	
Grand Average	25.82	24.63	20.62	

This can be shown in the following graph diagramme-1.

**Figure No. 1**

**Students average achievement on the basis of their parents  
educational status**



From the above table and graph, the average achievement of the students from the family in which both the parents are educated and one of the parents is educated as 25.82 and 24.63 respectively. But the average achievement of the students whose parents were uneducated was 20.62. It shows that parents education has affected the English language achievement but the difference was not significant.

### **3.2.1 Analysis of Students Achievement on the Basis of their Family Structure**

The following table shows the calculation of the average scores of students in English on the basis of their family structure.

**Table No. 8**

#### **Achievement of Students on the Basis of their Family Structure**

<b>Schools</b>	<b>Family Structure</b>		<b>Remarks</b>
	<b>Joint Family</b>	<b>Single Family</b>	
1	28.2	22.4	
2	18.6	28.8	
3	17.8	18.6	
4	22.8	26.4	
5	26.0	35.2	
6	19.2	24.4	
7	20.4	20.6	
8	22.0	16.2	
9	14.6	24.2	
10	29.2	19.3	
Total	218.8	237.9	
Grand Total	21.88	23.79	

From the above table, the average achievement of the students from joint family is 21.88 and that of students from single family 23.79. By this result, the average achievement of the students from single family is 1.11 more than that of students from joint family.

### **3.2.2 Analysis of the Student's Achievement Scores on the basis of the Locality of their Family Settlement**

The achievement scores of students on the basis of their family's location are given in the table below:

**Table No. 9**

#### **Analysis of the Student's Achievement Scores on the Basis of the Locality of their Family Settlement**

Schools	Locality of Family		Remarks
	Rural	Urban	
1	23.0	21.1	
2	20.2	24.0	
3	18.6	29.1	
4	19.3	16.4	
5	24.1	26.4	
6	20.2	29.1	
7	19.9	20.9	
8	26.4	27.3	
9	28.5	24.4	
10	28.0	22.1	
Total	221.2	240.8	
Grand Total	22.12	24.08	

The above table shows that there is a gap between the achievement of students from rural area and urban area of only 1.96 average marks. The average achievement score of the students from rural background is 22.12 whereas the average achievement of students from urban background is 24.08. The difference was not significant.

The above table shows that the students average achievement score is also affected by their locality. The students who live in urban areas had comparatively better achievement in comparison to the rural areas.

### **3.2.3 Analysis of Students Achievement on the Basis of Ethnic Background of their Family**

The average achievement score of students on the basis of ethnicity of their family is given in the following table:

**Table No. 10**

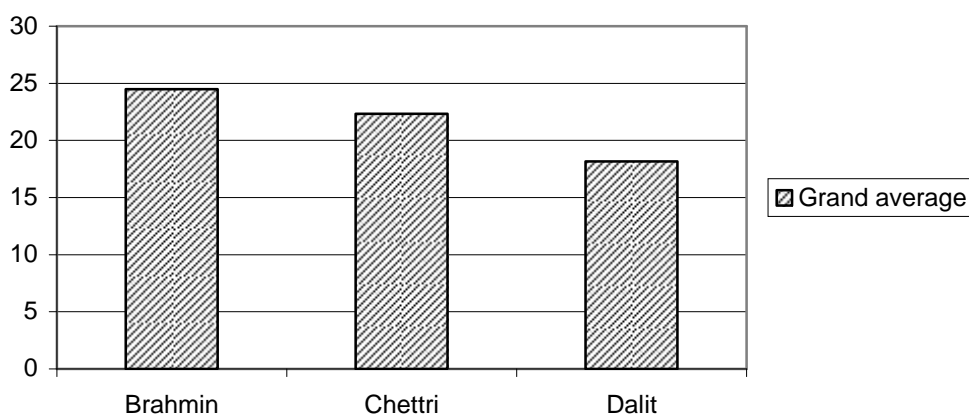
#### **The Average Achievement Scores of Students on the Basis of Ethnicity**

<b>Schools</b>	<b>Brahamin</b>	<b>Chettri</b>	<b>Dalit</b>	<b>Remarks</b>
1	29.2	21.0	24.1	
2	22.0	26.4	30.0	
3	27.1	22.2	0	No student
4	21.4	24.2	20.3	
5	29.9	20.8	25.0	
6	26.0	22.9	0	No student
7	20.8	17.6	20.0	
8	19.2	29.9	18.5	
9	21.4	28.1	21.2	
10	28.0	24.2	22.4	
Total	245.0	233.3	181.7	
Grand Average	24.60	22.33	18.17	

The above table shows that the students who are from Dalit caste have only 18.17 average achievement score. The students from the Chettri group have 22.33 average achievement and the students from Brahamin castes have 24.60 average achievement score, that is better than those of both Dalti and Chettri students. This can be shown in the following graph

**Figure No. 2**

**Students Average Language Achievement on the basis of their  
Ethnicity**



**3.2.4 Analysis of Students Achievement Score on the basis of the  
Occupation of their Family**

The average achievement of the students on the basis of their family's occupation is given in the following table.

**Table No. 11**

**The Average Achievement Scores of the Students on the basis of their  
Family's Occupation.**

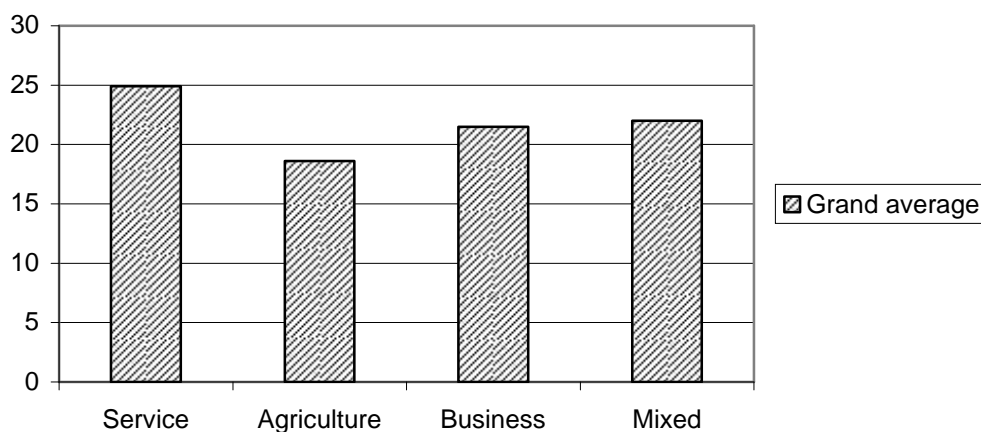
Schools	Service	Agriculture	Business	Mixed	Remarks
1	24.9	16.2	22.9	20.0	
2	30.4	31.0	28.4	19.8	
3	26.2	18.1	24.2	24.2	
4	28.4	19.6	26.4	26.4	
5	20.0	0	0	18.9	
6	22.4	22.0	20.0	22.4	
7	20.4	24.0	18.4	21.0	
8	26.2	22.6	24.2	20.0	
9	29.1	18.0	27.1	24.8	
10	21.9	17.1	19.9	22.4	
Total	248.9	188.6	211.5	219.9	
Grand Avg.	24.89	18.86	21.15	21.99	

According to the above table, the average achievement of students from the family that has service as occupation is the highest, 24.89, among others. The achievement scores from others are 18.86, 21.15, 21.99 from agriculture business and mixed respectively.

This fact is shown in the following graph.

**Figure No. 3**

**Student's Average Achievement Score on the basis of the Occupation of their Family**



**3.2.5 Analysis of Student's Achievement Score on the Basis of Income of the Family**

The average achievement score of students on the basis of income of their family is given in the following table:

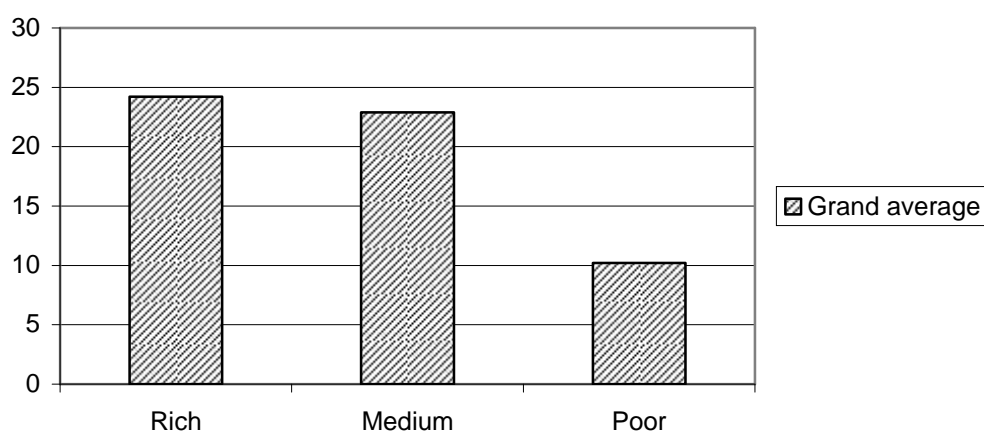
**Table No. 12**

**The Average Achievement Scores of Students on the Basis of Family Income**

<b>Schools</b>	<b>Rich</b>	<b>Medium</b>	<b>Poor</b>	<b>Remarks</b>
1	26.4	24.2	15.2	
2	24.2	22.0	12.3	
3	20.8	18.6	11.9	
4	22.9	20.6	9.2	
5	29.9	27.6	8.6	
6	25.1	20.6	14.2	
7	24.2	22.0	13.2	
8	23.3	21.3	10.1	
9	21.2	19.0	6.0	
10	24.2	22.0	2.0	
Total	242.2	220.9	100.20	
Grand Average	24.22	22.09	10.20	

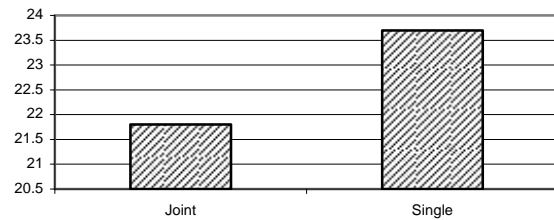
**Figure No. 4**

**Students Average Language Achievement on the Basis of their Economic Status**

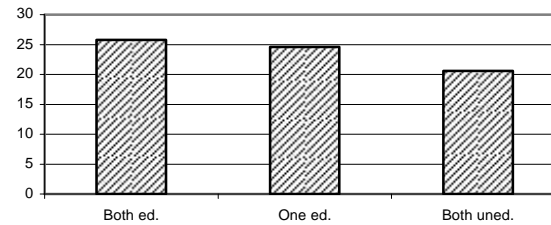


## 2.7 Comparative Analysis of Student's Achievement Scores on the Basis of Different Variables Included in this Study

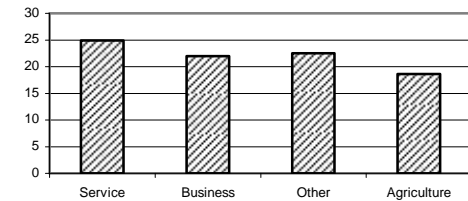
Occupation				Parent's Education			Family Structure		Locality		Ethnicity			Economic Status		
Agriculture	Service	Business	Others	Both ed.	One ed.	Both uned.	Joint	Single	Rural	Urban	Brahmin	Chettri	Dalit	Rich	Medium	Poor
18.86	24.89	21.15	21.99	25.82	24.63	20.62	21.88	23.71	22.12	24.08	24.50	22.33	18.17	24.22	22.09	10.26



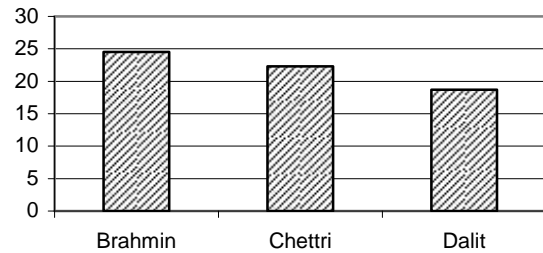
**Family Structure**



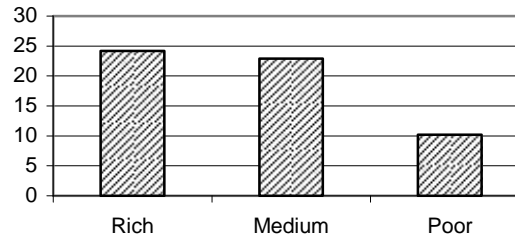
**Parent's education**



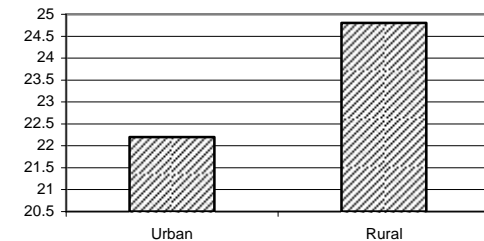
**Occupation**



**Ethnicity**



**Economic Status**



**Locality**

The above table and graph show that there is the effect of parents education in students language achievement. Students having both educated parents have highest English language achievements (25.82) whereas students having one educated parent or both uneducated parents have only 24.61 and 20.0 average achievement respectively. In the same way students having more income has highest achievement 24.22 and students of middle class and poor class have 22.0 and 10.2 respectively. The achievement of students from the single family is higher (23.71) than that of the students from the joint family (21.88). The English language achievement of students from the urban locality is higher (24.08) than that of the students from rural locality (22.12). The English language achievement is affected by the ethnicity of the students but it is not significant. Students from Dalit ethnicity have lower achievement (18.17) compared to Brahmin (24.50) and Chettri (22.33). The English language achievement of students from the family having agriculture as occupation is lower (18.86) than that of the students from the family having business (21.15). The students from the family having services as occupation have better achievement (24.89).

## **CHAPTER – FOUR**

### **FINDINGS AND RECOMMENDATIONS**

#### **4.1 Findings**

Based on the analysis and interpretation of the data, the findings can be stated as follows:

##### **4.1.1 Findings Based on the Parents Education**

###### **1. Findings based on the average test scores are as follows:**

- (a) Students having both educated parents were found to have higher achievement (25.82) than those of having one educated parent or both uneducated parents.
- (b) Students having one educated parents were found to have lower achievement (22.91) than those of having both educated parents but high achievement than those having both uneducated parents (24.63).

##### **4.1.2 Findings based on Students Family Structure**

- (a) Students who are from nuclear family background were found to have higher achievement score (23.71) than those who were from the joint family background (21.88).

##### **4.1.3 Findings Based on the Locality of Family**

- (a) Students who were from urban area were found to have higher achievement score (24.08) than those from rural background.

##### **4.1.4 Findings Based on the Student's Ethnicity**

- (a) Students who were from Dalit group were found to have lower achievement score (18.17) than those from Brahmin and Chettri.
- (b) Students from other castes were found to have higher score than those from Dalit and Chettri.

#### **4.1.5 Findings Based on the Family Occupation of the Students**

- (a) Students who were from the family that had service as occupation were found to have higher achievement (24.89) than those of the students whose family occupation was business, agriculture and mixed.
- (b) Students who were from the family that had business as occupation were found to have lower achievement score (21.15) than those from the family that had mixed occupation.
- (c) Students who were from the family having agriculture as a occupation were found to have lower achievement score (18.86) than those of the others.

#### **4.1.6 Findings Based on the Economic Status of the Family**

- (a) Students who were from rich family had the highest achievement score (24.22) than those of the middle class and poor class families.
- (b) Students who were from poor class family having no any sources of income had lower achievement score (10.26) than those from the middle and rich class families.
- (c) In total students whose parents were both educated were found to have the highest achievement score (25.82) and students from Dalit family were found to have the lowest achievement score (18.17).

#### **4.2 Recommendations**

- (a) Special attention should be paid to the students from the family having both uneducated parents during the English language teaching and learning process.

- (b) Students from joint family background were found relatively weaker. So, they should be encouraged in learning and emphasis should be given to them.
- (c) Students from rural areas should be paid more attention since their achievement was found to be low in the English language.
- (d) Language achievement of Dalit students was low. So they should be emphasized and encouraged in learning.
- (e) Students from the family having agriculture and mixed occupation should be paid special attention during teaching and learning activities of the English language.
- (f) Students from poor class and middle class students should be encouraged in learning and emphasis should be given to them.

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**APPENDIX - 1**  
**QUESTIONNAIRE**

**Name of Student:**

**School:**

**Please tick the correct option given below:**

1. What is the educational status of your parents?  
(a) Both educated (b) one educated (c) Both uneducated
2. What is your parent's occupation?  
(a) Service (b) Business (c) Agriculture (d) Other
3. What is the structure of your family?  
(a) Single (b) Joint
4. In what locality do you live?  
(a) Rural (b) Urban
5. What ethnicity do you belong to?  
(a) Dalit (b) Brahmin (c) Chettri (d) Other
6. In which class do you belong to ?  
(a) Rich (b) Middle (c) Poor
7. How many people are there in your family?  
(a) 5 people (b) 10 people (c) below 5 (d) above 10
8. How many people are employed in your family?  
(a) One (b) Two (c) No (d) above two
9. How much money do you spend on your families per month?  
(a) 5000 (b) above 5000 (c) below 5000
10. What is the per capita income of your family?  
(a) 10000 (b) 5000 (c) below 5000 (d) above 10000

## APPENDIX - 2

### SET - A

#### ACHIEVEMENT TEST

Class: IX

F.M. : 50

Time: 1:30 hrs

Subject: C. English

P.M.: 16

Name:

School:

#### 1. Read the following passage and do the exercises given below:

She is small but very stubborn. She can go on crying for hours if you don't give her what she asks for. She fascinates us with her silly little acts, her clumsy walk, babbling talk and so on. She is also very clever. She has been also to make friends with Tommy, the dog and Tooty, the cat: Like us they are also very fond of her. Everyone who visit our place falls n love with her. She is such a cute little doll that you can't help loving her.

Sometimes, I feel jealous of her. I envy her freedom. She can do whatever is within her reach, tear magazine or a book, break a mirror, ask anything she likes nether papa nor mamma would mind. Instead, they seem very happy to satisfy her whims. Sometimes, I wish I were here then I wouldn't have to read all these bulky books and worry about the exams. I would sleep in that little cot of hers and papa and mamma would never round me.

#### A. Choose and copy the best answer:

- The word 'stubborn' means:  
(a) difficult to play with                      (b) difficult to deal with  
(c) difficult to please with
- The writer envies the little sisters.  
(a) speech                      (b) silly little acts                      (c) freedom.
- What does the writer not like?  
(a) books and exams   (b) her little sister   (c) her sister's babbling talk

**B. Write 'T' for true and 'F' for false.**

- (a) The little sister can go on crying for hours.
- (b) Her friends are Tommy and Tooty.
- (c) She is very pretty and charming.
- (d) Her papa and mama do not satisfy her whims.

**C. Answer the following questions:**

- (a) What does the little sister fascinate the writer with?

.....  
.....

- (b) Why does the writer sometimes feel jealous of her sister?

.....  
.....

- (c) How can you say she is very clever?

.....  
.....

- (d) What mischievous activities does the little girl do?

.....  
.....

- (e) Why does the writer wish she were the little sister?

.....  
.....

**2. Read the poem and answer the questions:**

I pass them on the seashore early  
Two Spanish boys in the sun. One ten  
The other six. They wave and smile at me  
Then bend their ragged backs again  
To search the driftwood and sort out  
Light dry sticks for bedding. Their donkey  
Is small and white. He stand there without moving  
His eyes and ears are sleepy.

**A. Write 'T' for true and 'F' for false statement:**

- (a) Two Spanish boys were sitting in the playground
- (b) The boys were searching the driftwood.
- (c) Boys were standing without moving.
- (d) The donkey looks active.

**B. Answer the following questions:**

- (a) Why have the two boys came to seashore?

.....  
.....

- (b) How old are the two boys?

.....  
.....

- (c) What is the donkey like?

.....  
.....

**3. Write a short readable story with the help of outlines.**

Once a boy ... falls into a bad company ... his master asks him to leave the company ... does not obey ... thinks of a plan ... give a good apples ... also rotten one ... get together in a basket ... after some days ... all the apples found rotten ... the boy improves .. moral.

**4. Choose the correct word from the brackets.**

- (a) Sita is ..... useful member of the family. (a, an, the)
- (b) This is ..... Plot where we intend building a house. (a, an, the)
- (c) Ram is accused ..... theft. (at, in, of)
- (d) My teacher always goes to school ..... bus. (by, in, on)
- (e) Everything is perishable, .....? (isn't there, isn't it, aren't they)
- (f) I am tired and hungry, .....? (isn't it, aren't I, am I)
- (g) Ten kilos of rice ..... bought yesterday. (is, were, was)
- (h) He does not ..... hard. (study, had studied, studies)
- (i) Does he owe any money? No he does not ..... any. (own, owe, owed)
- (j) He found something in the room. (Yes/No Question)  
Did he find anything in the room?, Did he finds anything in the room?,  
Does he find anything in the room?
- (k) Before the policeman came, the thief ..... (run away, runs away, had run away)
- (l) We generally ..... to school in the morning. (went, go, have gone)
- (m) The teacher asked us ..... (what he wants, what he wanted, what did he want)
- (n) My father told me that ..... (water freezes at 0 ° Celsius, water is frozen at 0 ° Celsius, water froze at 0 ° Celsius)
- (o) I don't know ..... Rara lake is located . (which, when, where)
- (p) We go to the bank ..... we can cash the cheque. (to, for, so that)
- (q) The engineer got the workmen ..... the bridge (built, to built, build)
- (r) We made the gardener ..... out the grass. (to cut, cut, cutting)

- (s) People are destroying the jungle. The jungle ..... (is destroying, is destroyed, is being destroyed)
- (t) Someone robbed my house. My house ..... (is robbed, was robbed, was being robbed).
- (u) If I were a teacher, I ..... not punish pupils. (will, would, would have)
- (v) If you ..... hard, you would have passed the exam. (study, studies, had studied).

**5. Write an essay in about 120 word on ‘Importance of English Language’.**

## SET - B

### ACHIEVEMENT TEST

Class: IX

F.M. : 50

Time: 1:30 hrs

Subject: C. English

P.M.: 16

Name:

School:

#### **1. Read the following passage and do the exercises given below:**

A Panda looks like a bear, but it has its own distinctive black and white colouring, short limbs, small ears and peculiarly shape of head and face. It is a herbivorous animal and eats only one kind of food-bamboo. This strange food is the reason why the number of Pandas has been decreasing every year it's home country is the Mountainous of Gansu and Sichuan in west central China. Most bamboo forest in these regions have been cut down and as a result, Pandas have become very few in number.

In an effort to save the Panda population, the Chinese government has built up 12 reservers in the western mountainous region of the country. Here scientists from several countries have been studying the Pandas life. So far they have not had much success but with more research. They may save Panda from becoming extinct.

#### **A. Fill in the gaps with appropriate words from the above passage.**

- (a) Pandas are ..... animals.
- (b) Pandas have become very ..... in numbers.
- (c) Pandas live on .....

#### **B. Write 'T' for true and 'f' for false statements.**

- (a) We can find Pandas all over the world.
- (b) Pandas belong to the bear family.
- (c) Scientists have been successful to save the Panda.
- (d) Pandas eat nothing but bamboo leaves and shoots.

**C. Answer the following questions:**

(a) Which is the Panda's home country?

.....

(b) Why have the Pandas been decreasing?

.....

(c) What are the peculiarities of the Panda?

.....

(d) What has the government done in China for the protection of the Panda?

.....

(e) What will be the effect of scientist research on Panda?

.....

**2. Read the following passage and answer the questions.**

A shoemaker named Simon, who had neither house nor land of his own, lived with his wife and children in a peasants hut and earned his living by his work. Work was cheap but bread was dear and what he earned he spent for food. The man and his wife had bought one sheepskin coat between them for winter wear and even that was worn to tatters and this was the second year he had been wanting to buy sheepskins for a new coat. Before winter, Simon saved up a little money, a three rubles not lay hidden in his wife's box and five rubles and twenty Kopeks were owed by customers in the village.

So, one morning he prepared to go to the village to buy the sheepskins. He put on over his shirt his wife's wadded nankeen jacket and over that he put his own cloth coat. He came to the village and called on another peasants but he had no money Simon tried to buy the Sheepskins on credit but the dealer wouldn't trust him.

**A. Give the short answer to the following questions.**

(a) How did Simon earn for his living?

.....  
.....

(b) What did Simon want to buy for the winter?

.....  
.....

(c) How much money had Simon collected?

.....  
.....

(d) Why did Simon call the peasants?

.....  
.....

**B. Write 'T' for true and 'F' for false statements.**

- (a) What he earned he spent on food.
- (b) One morning he prepared to go the village.
- (c) Simon used to live with his wife in hut.
- (d) Simon had saved a little money.
- (e) The dealer gave sheepskin to him on credit.

**C. Fill in the space with correct words from the passage.**

- (a) The work was very ..... which Simon was doing.
- (b) Some of his money was owed ..... in the village.
- (c) Simon called at the first peasants but he .....
- (d) He wanted to buy the sheepskins on .....

**3. Develop a suitable story from following outlines.**

A wolf swallowed a fishbone ... stuck in the throat in the throat ...  
went to a heron to pull out ... promised a big reward ... heron pulled out  
the bone .. wolf thanked and went away ... heron asked for reward ... you

put your head in my mouth but I didn't bite what could be the best reward?

**4. Choose the correct options and supply them in the empty spaces.**

- (a) My sister is ..... SP. (a, an, the)
- (b) Who is ..... first to climb the Mt. Everest. (a, an, the)
- (c) Prakash will have completed it ..... Tomorrow. (by, on, at)
- (d) Nalina is famous ..... singing a song. (of, for, to)
- (e) An old man along with his son ..... (have, has, are) come here.
- (f) Sheep ..... the source of wool. (is, are, have)
- (g) You'd better touch her, .....? (wouldn't you, hadn't you, don't you)
- (h) I am very tired, .....? (don't I, aren't I, aren't I)
- (i) Did you complete your task? No I ..... (haven't, don't, didn't)
- (j) The statement of did he build his house last year? Is .....  
(he build his house last year, he builded his house last year, he built his house last year)
- (k) ..... Our innocence, the situation was controlled in time. (inspite of, because, due to)
- (l) People ..... believe in god, worship and pray daily. (who, whom, where)
- (m) When she arrived, we made her ..... to the kitchen. (go, went, to go)

- (n) Students get their homework ..... (to check, check, checked)
- (o) Puspa said to her students ..... (to be quite, quite, be quite)
- (p) Santosh asked me ..... (did you call me, if I call him, if I had called him)
- (q) Sashi ..... her room, it looks nice (has decorated, decorates, decorated)
- (r) The passive form of 'Let's finish it' is  
.....  
(let it be finished, let us finished it, let it be finished by us)
- (s) The active form of she isn't punished is  
.....  
(they punished her, no one punished her, no one punishes her)
- (t) Tara ..... us last year. (doesn't teach, didn't teach, didn't taught)
- (u) If we ..... music, we would feel happy. (hear, heard, hearded)
- (v) Don't give her anything unless she ..... (asked, asks, had asked)

**5. Write an essay in about 100 words on "The Importance of Newspaper".**

## APPENDIX - 3

### FORMULAE

The following formulae were used for the average calculation:

i) For calculating Mean/Average

$$\bar{X} = \frac{\sum X}{N}$$

Here,  $\bar{X}$  = Mean/Average

X = Achievement score

$\sum$  = Sign of summation

N = Number of students

ii) For calculating Mean

$$\bar{\bar{X}} = \frac{\sum \bar{X}}{N}$$

Here,  $\bar{\bar{X}}$  = Grand Average

$\bar{X}$  = Mean/Average

N = Number of students

## APPENDIX - 4

### List of the Students Involved in the Study

S.N.	Name	S.N.	Name
1.	Deepak Raj Bhatta	31.	Ramesh Bhatta
2.	Jagdish Ayer	32.	Suresh Ayer
3.	Kalawati Kumari Shahu	33.	Tula Ram Shahu
4.	Ram Bahadur Chunara	34.	Madan Bohara
5.	Jaya Raj Bhatta	35.	Tej Singh Khati
6.	Prakash Bahadur Chunara	36.	Tek Bahadur Kami
7.	Kamal Kumari Ayer	37.	Suresh Bhatta
8.	Suresh Kumar Panta	38.	Tej Raj Joshi
9.	Ratan Damai	39.	Ganesh Prasad Joshi
10.	Karan Singh Ayer	40.	Ram Singh Khati
11.	Tej Bahadur Tamata	41.	Dharm Singh Ayer
12.	Ramesh Pandey	42.	Laxmi Panta
13.	Dinesh Kumar Joshi	43.	Lalita Pandey
14.	Prakash Kumar Luhar	44.	Prakash Bhatta
15.	Jaya Raj Pandey	45.	Dipak Raj JOShi
16.	Ratan Sharki	46.	Bhagerati sharki
17.	Usha Paneru	47.	Narayan Chunara
18.	Gauri Panta	48.	Prakash Tamata
19.	Gauri Panta	49.	Hari Singh Bhandari
20.	Roshan Khadka	50.	Dev Raj Panta
21.	Sita Khadaka	51.	Ramesh Pathak
22.	Indra Kumar Pathak	52.	Maya Pal
23.	Dharma singh Mahara	53.	Yoshoda Paneru
24.	Padam singh Bhandari	54.	Sita Panta
25.	Madan Raj Bhatta	55.	Hari Karki
26.	Hari Bahadur Tamata	56.	Suresh Tamata
27.	Sher singh Kami	57.	Dil Bahadur Sunuwar
28.	Tilak Karki	58.	Lal Bahadur Seti
29.	Ratan Sharki	59.	Jai Raj Panta
30.	Lok Raj Panta	60.	Hira Bhatta

<b>S.N.</b>	<b>Name</b>	<b>S.N.</b>	<b>Name</b>
61.	Gananu Seti	81.	Tej Bahadur Kami
62.	Laxmi Joshi	82.	Padam Singh Ayer
63.	Siddha Raj Bhatta	83.	Tek Raj Ojha
64.	Raj Bahadur Seti	84.	Manju Kumari Awasthi
65.	Birendra Rawal	85.	Nirmala Ojha
66.	Lokendra Bahadur Pal	86.	Devaki Kumari Pathak
67.	Lalita Joshi	87.	Raj Bahadur Oli
68.	Puspa Raj Bhatta	88.	Rameshwar Pathak
69.	Bir Bahadur Tamata	89.	Chandrakant Ojha
70.	Padam Bhul	90.	Maya Bhatta
71.	Raj Bahadur Dholi	91.	Indra Kumar Pathak
72.	Lok Raj Pathak	92.	Rohit Kumar Deuba
73.	Puspa Raj Joshi	93.	Keshav Deuba
74.	Janak Raj Joshi	94.	Prakash Othi
75.	Ganesh Raj Bhatta	95.	Laxmi Khadka
76.	Mahesh Raj Bhatta	96.	Hikmat Ode
77.	Bina Kumari Bhatta	97.	Padam Kumar Deuba
78.	Radhika Pandey	98.	Nirmala Ojha
79.	Nardendra Awasthi	99.	Kamal Raj Bhatta
80.	Ram Bahadur Chunara	100.	Lok Raj Bhatta

## APPENDIX - 5

### List of the Schools Selected in the Study

S.N.	Schools
1.	Mahendra Higher Secondary School, Dadeldhura
2.	Ugratara Higher Secondary School, Pokhara
3.	Bhageshwar Secondary School, Tantar
4.	Shahashraling Higher Secondary School, Chamada
5.	Balkalyan Secondary School, Pusapur
6.	Ashigram Secondary School, Rawakhola
7.	Bhadrapur Secondary School, Bhadrapur
8.	Bhageshwar Higher Secondary School, Bogata
9.	Saraswati Secondary School, Bagarkot
10.	Manilake Secondary School, Chipur