

# **CHAPTER ONE**

## **INTRODUCTION**

The present study is on “Impact of Socio-Economic Status of Tharu Students in Learning English.” This is an introductory section that includes background of the study, statement of the problem, objectives of the study, research questions, significance of the study, delimitations of the study and operational definition of the key terms.

### **1.1 Background of the Study**

Learning is complex and continuous process that begins at birth and continuous throughout life. Teaching learning process is the heart of educational pedagogy. It supports to bring changes in the way of thinking and behaviour of the students. In the same way, language teaching and learning is a purposeful activity. The main purpose of language teaching is to develop communicative competence in learners. In teaching learning process, teachers, students, parents, curriculum, text books etc. are directly and indirectly involved to achieve the pre-determined goals and objectives. All these factors are equally responsible and play vital role in teaching learning process.

Language is a voluntary vocal system of human communication. It is species specific and species uniform possession of human beings. It is the most advanced and powerful means of human communication. According to Wardhaugh (2002, p.1), “Language is what the number of particular society speak.” He also adds that language is a system of arbitrary vocal symbols used for human communication. It is a special gift for the human beings. This definition shows that languages express human property and personality. An individual doesn't know each and every language. So, people need to learn other languages which are useful for them.

Simply language is regarded as the means of communication used by human beings to share their views, opinions, feelings, desires, and emotions with each

other. But it is not restricted within that small boundary. Richards et al. (1999, p.196) defines “Language is the system of human communication which consists of structural arrangements of sounds or their written representation into large units e.g. morphemes, words, utterances, sentences.” As we know, English is an international language which is spoken all over the world as the first, second or foreign language for different purposes. In most of the countries it is used as an official language.

Similarly, English language is taught and learnt as a course in educational institutions, colleges and universities throughout the world. It is widely used in different sectors such as science and technology, tourism, politics, business, agriculture, banks. As it is shared by all the people having different languages for different purposes in order to achieve their goal and objective. So it is taken as lingua-franca. Teaching of English has been taking place in different forms such as English Language Teaching (ELT) Teaching English as a Second Language (TESL) Teaching English as a Foreign Language (TEFL) and Teaching English for the Speakers of Other Languages (TESOL), English for Specific Purpose (ESP) and so on.

Though English is not an official language in Nepal, it is widely used in different fields and in teaching learning purpose. Considering the important roles of English language, Government of Nepal has included English subject in school as well as campus levels as a compulsory subject (Awasthi, 2003, p.7). Though it is taught and learnt as a compulsory subject, Nepalese learners face difficulties while learning it due to different factors. So the present study is mainly concerned on the influencing factors in learning English.

The home is the first place of learning for a child. Learning normally starts from home where a child learns how to adjust in the changing world and acquire knowledge. Parents support to their children to adjust and teach the basic things at home. So home is regarded as the first school and parents are the first teachers of a child. The socio- economic status of a family determines the personality and achievement of a child. If the socio- economic status is good, a

child can achieve the goal easily. It directly affects the children's behaviour and achievement. Socio-economic status not only influences in learning and achievement but also affects the mental condition of a child.

Socio-economic status includes different aspects such as parents' education, occupation, reading room, income, language, family status in society, availability of materials etc. That's why, socio-economic status is related to the progress, achievement and learning of a child. English language is widely used all over the world for different purposes in different fields. It is used as a lingua franca by most of the people in the world. It is a vast ocean having large scope. It has been the most important language and integral part of our life.

Though it is the most important language, Nepalese learners face difficulties while learning it due to different factors. There is great impact of socio-economic status in learning English. So the present study is mainly concerned to know impact of socio-economic status of Tharu students in learning English.

## **1.2 Statement of the Problem**

This study is mainly concerned with finding out impact of socio-economic status of Tharu students in learning English. From the researcher's own reflection as a teacher belonging to the Tharu caste in teaching learning process, the researcher has found and experienced that there are many affecting factors which have great impact on the students while learning a second language. Most of the students even leave the school due to several factors as they take it as a difficult and challenging subject. Among these factors one of the main factors is socio-economic factor which plays vital role in learning. Due to different reasons, every year many students fail in English subject and stop their study.

The Tharu students are socially, economically, politically and educationally back warded. They have their own language and culture. Because of different factors and influence of mother tongue their learning achievement is very low in English language. Mainly due to socio-economic status Tharu students have

to face so many challenges as a result, they cannot learn English language as it is expected. Thus, the researcher realized the matter problematic and became interested to carry out the research in the present topic to find out impact of socio-economic status of Tharu students in learning English

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

The following were the major objectives of this study:

- i) To find out impact of socio-economic status of Tharu students in learning English.
- ii) To suggest some pedagogical implications.

### **1.4 Research Questions**

The following were the research questions of the study:

- i) What is the impact of socio-economic status of Tharu students in learning English?
- ii) Does socio-economic status of Tharu students play any role in learning English?

### **1.5 Significance of the Study**

English is a compulsory subject for the students of secondary level. As it is taught and learnt as a foreign language, not only Tharu students but also other students belonging to other caste perceive it as a challenging and difficult subject. There are many factors which affect in learning English language as a result there is no any significant achievement in the field of language teaching and learning. There is pivotal role of socio-economic status in learning English language but most of the parents as well as teachers are unaware regarding this matter especially the parents of Tharu students. They never give any extra time and support for the study, don't manage suitable study room as well become unable to provide all the required materials for learning English language. Thus this study is concerned to find out impact of socio-economic status of Tharu students in learning English.

The knowledge about impact of socio-economic status of Tharu students in learning English will provide ideas and suggestive feedback to the teacher to help the learners learn English. The result and findings of the study will be beneficial not only for the students belonging to the Tharu caste but also for all the students belonging to different castes. It will also be useful for the people who are especially involved directly and indirectly in the field of language teaching and learning, teachers, syllabus designers, text book writers and so on.

## **1.6 Delimitations of the Study**

The following were the limitations of the study:

- i) It was limited to six secondary level schools including both government-aided and private schools.
- ii) It was limited to Lamki-Chuha municipality of Kailali district.
- iii) It was limited to the students of class nine.
- iii) Similarly it was limited to 30 Tharu students; 15 students from government-aided and 15 students from private schools.
- iv) Moreover, it was limited to a set of questionnaire as the major tool and mark ledger as supportive tool.

## **1.7 Operational Definition of the Key Terms**

The researcher defined the following key terms used in this study:

**Social status:** In my study, the term ‘Social Status’ represents parent’ education, language, parents’ support for study and family status in society.

**Economic status:** In my study, it refers to availability of materials, family income, parents’ occupation and reading room.

**Impact:** In my study, it refers difference in learning due to socio-economic status.

**Tharu students:** In my study, it refers to the students belonging to the Tharu caste of Lamki-Chuha municipality of Kailali district who speak Tharu language.

**Second language:**In my study, it refers to any language other than the learner's mother tongue i.e. English.

**Parent's education:** In my study, it refers to qualification of parents such as illiterate, literate and educated.

**Language:** In my study, it refers to the languages spoken by Tharu students such as Tharu, English and Nepali.

**Family income:**In my study, it refers to high, average and low income.

**Parent's occupation:** In my study, it refers to agriculture, business and others occupation in which parents are engaged.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE AND CONCEPTUAL FRAMEWORK**

This chapter consists of review of related theoretical literature, review of empirical literature, implications of the review for the study and conceptual framework.

#### **2.1 Review of Theoretical Literature**

Any research work is based on certain theoretical assumptions or principles. This section deals with the researcher's theoretical knowledge about the topic or study area. In order to make the study successful the researcher has to explore, develop and expand his theoretical knowledge related to the study. Furthermore, it consists factors affecting in language learning and Socio-Economic Status and its Impact in Learning English

##### **2.1.1 Factors Affecting in Language Learning**

Learning a second language is highly a challenging job, in the process of which one should overcome many influencing factors. Some individuals are more successful than other individuals in learning a second language. There are two basic possibilities that affect SLA by individual learner factors. One is the differences in the route along which learners pass in SLA. The other is the rate and ultimate success of SLA. It means individuals vary in the rate at which they learn or the level of competence they eventually attain, on the other hand, individual differences influence the sequence or order in which linguistic knowledge is acquired. These are two separate issues (route & rate of learning) responsible for influencing SLA. There is not any factor affecting the first language learning, but in the case of second language learning, it is not true.

Gass and Selinker (2008) have mentioned 7 major non-language factors in SLA, which are mentioned below:

- ) Affect
- ) Social distance
- ) Age differences
- ) Aptitude
- ) Motivation
- ) Personality and learning style
- ) Learning strategies

The factors that are mentioned above can be very important for the study. So, the researcher has mentioned these factors because they directly or indirectly affect to students' participation in learning English language. The factors that affect in learning second language are briefly discussed below in reference to second language acquisition.

Affect is a psychological variable that generally refers to a feeling or emotion as distinguished from cognition, thought or action. It refers to the experience of feeling or emotion. Affect is a key part of an organism's interaction with stimuli. It is a negative attitude or feeling of a learner to his target language due to any reasons such as he did not like the culture of target language or feeling of being dominated while speaking that language.

Social distance is one of the non-language factors influential to SLA. It deals with the social relationship and understandings between the learners who do not feel on affinity with the target language community that is said to be social distance. Social distance is also one of the influencing factors of SLA. The L<sub>2</sub> learner will obtain more input if the learner acculturates with target language community.



Age is also an important factor that affects in learning the second language. Because of differences in the age of learners, we can know the effect in the rate of learning a second language in the learners. And, it is generally believed that younger L<sub>2</sub> learners do better than older learners.

People who start learning English as an adult never manage to learn it properly than other who learns it as a child. In a single word, we can say that children can get a higher level proficiency in the long term than those who start L<sub>2</sub> learning while older.

Language aptitude is generally defined as the natural ability to acquire the skills and features of language. It is an inherent capacity, talent or ability to do something. It means it is a capability for learning.

According to Ellis (1994, p.494), aptitude refers to “The capability that involves a special propensity for learning an L<sub>2</sub>.” One of the pioneers in this area, John Carroll (1991) has characterized aptitude in terms of the ability to learn quickly. A learner with high aptitude may learn with greater ease and speed. So, aptitude makes some learners better than others at learning second language. Aptitude is the capacity which is not pre-requisite for L2 acquisition, but it is the capacity which enhances the rate and ease of learning. That is to say language aptitude refers to one's ability to learn the second language in an academic classroom not necessarily the first language.

Motivation is a social psychological factor. It refers to the desire or inner drive to initiate learning. It is usually understood to be a matter of quantity because some learners are highly motivated and some are not. It is commonly believed that individuals who are highly motivated will learn an L<sub>2</sub> faster and to a greater degree. It means the successful learners will be those, who have a high level of motivation for learning.

Motivation is such a strong factor that helps learners to learn language easily within a short period of time. Motivated learners get ready to accept all the challenges in order to get success.

The term 'personality' and 'learning style' are often used interchangeably, though, it is claimed that personality is rather stable in its nature. It is constituted of different personal traits. These traits make an established personality of an individual. Learning styles are constituted of different learning strategies or tasks. The styles are the general features of the learners that can be made up of various behaviours or tasks.

Learning strategies are the constituents of effective learning styles. These are the different tasks and activities that enable the learners to learn language. Learning strategies make the language features learnable.

Chamot (1999, as cited on Ellis, 1994, p.531) defines, "Learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate and the learning, recall of both linguistic and content area information."

Gass and Selinker, 2008 have mentioned so many factors that affect in learning language. Besides them one of the most important factor is socio-economic status which directly and indirectly affects in learning language. As learning begins from home and socio-economic status determines how a child learns language. Good and high socio-economic status leads a child towards ease in learning English on the other hand bad and low socio-economic status hinders a child in learning English.

### **2.1.2 Socio-Economic Status and its Impact in Learning English**

Teaching-learning process is a complex phenomenon, as language pedagogy is concerned. Learning is facilitated by teaching and better and effective teaching facilitates in effective learning. Learning of English can be affected by various factors such as affect, social distance, age difference, aptitude, motivation, personality and learning style and learning strategy as mentioned by Gass&Selinker(2008). Besides these factors, there is great impact of socio-economic status in learning English. Socio-economic directly or indirectly plays vital role in learning process. It includes various factors such as parents'

education, language, parents' support for the study, family status in society, availability of materials, family income, parents' occupation and reading room. It would be worth mentioning that without finding out the impact of these factors in teaching and learning process, to continue teaching in monotonous way would be wastage of time, effort of parents, teachers and concerned authorities. Thus, it is very much important to find out the impact of socio-economic status of the students in learning English. The factors involved in socio-economic status that hinder in learning English are briefly described below:

### **2.1.2.1 Parents' Education**

Home is regarded as the first school and parents are known as the first teachers for a child. Education of parents plays vital role in learning process of a child. Chen (2009) claims that parental education is a key determinant of students' achievement, but the roles of father's education and mother's education differ across child gender and levels of ability. If parents are illiterate or literate, they cannot support their children in learning. Similarly, Maicibi (2005) presents that the amounts of education parents have has a proven influence on students' academic achievement. Better -educated parents are more likely to use complex language and a wider vocabulary with their children. On the other hand, educated parents search different way that can help their children learn in easy way. They involve their children in creative learning rather than rote learning. Educated parents can better understand the educational needs and their children's aptitude as a result there ease in learning English.

### **2.1.2.2 Language**

Learning English is directly affected by the language that children speak at home. As English is learnt as second language, mother tongue of children plays vital role in learning English. If there is similarity in terms of sound and structure of mother tongue and target language, children can learn in easy way and if there is great difference, children have to face challenges to learn that

language. Whether there is English environment or not and parents speak English or not that also can facilitate and hinder in learning English. Rai (2009) claims that the mother tongue and English are two dissimilar and mutually unintelligible languages so, mother tongue does not help to learn English. Thus, we can say that, due to such causes, the Tharu language does not help to learn English. Thus, it is a problem in the way of Tharu students' in learning English.

### **2.1.2.3 Parents' Support for Study**

Parents' support for study is also one of the most important factor that may affect in learning process of a child. As students normally spend six hours at school and they spend most of the time at home. Only spending six hours at school, children cannot make any progress in learning English. If children get support from their parents, they can learn English language in easy way. In contrast of that if children do not get their parents' support for study, they have to face so many challenges while learning English. Chaudhary (2016) through her research claims that the Tharu students get parents support only by providing materials, tuition classes and managing finance but that is not enough to develop communicative competence.

### **2.1.2.4 Family Status in Society**

Learning of English may be influenced by how the family status of a child is in his/her society. Schneider at all (2010) states that wellbeing and learning is influenced by family status and children are more likely to learn when the status of family is good and prestigious. If the family is well known and has higher rank in society, the children belonging to that family are psychologically inspired and motivated towards learning English in order to get their own position in the society. Their attitude, behaviour and aim are determined by the status of their family. However it cannot be always true that children belonging to having higher status get success in learning English. The children belonging to low family status in society can also learn English in better way as they struggle a lot to achieve their aim than those belonging to high family status.

### **2.1.2.5 Availability of Materials**

Teaching learning materials play vital role in learning English. As English is taught and learnt as a compulsory subject and as a second language, reading only course book cannot be enough for learning English language. If all the required materials for learning English are available, children do not have to face challenges for learning English. On the other hand, in the absence of materials they have to struggle a lot for learning English. Adeogun (2001) has discovered that there is strong positive significant relationship between materials and academic performance. He also has claimed that students having more materials performed better than having less materials.

### **2.1.2.6 Family Income**

Income of family is also directly connected with teaching and learning process. It plays the most crucial role in learning. It can be regarded as the backbone for learning. How easily a child can learn English can be decided by how the income of family is. If income of family is low, a child cannot manage time as well as all required materials for learning. With low income, even basic needs cannot be fulfilled; as a result a child belonging to the family having low income has to face so many challenges while learning English. They even cannot buy books and other materials which hinder in learning English. Terry (2015) through a journal states that there is a significant effect between parents' income and students' academic performance. Thus, parents' income has significant effect in the academic performance of students.

If income of family is average, a child can be supported for learning. He/she can manage time and required materials for learning. Besides course books, a child can buy other supportive materials for learning English. He/she can join extra class for learning English and pay for that. In contrast to these, if income of family is high, a child can manage time for learning, buy all required books and reference materials and pay for extra class as a result, learning English becomes easier. The parents belonging to strong financial background can

provide latest technologies and facilities in a best possible way to enhance educational capability and learning of their children.

### **2.1.2.7 Parents' Occupation**

Learning of English language of children can be affected by the occupation in which their parents are involved. The parents who are involved in educational sector or in high rank jobs can better facilitate their children in learning process. They fulfill all the necessary demands of their children so that they can learn in easy and creative way. They provide time, effort and money on their children's education and learning. On the other hand if parents are involved in farming, normally they cannot provide time, effort and money as they are always busy and cannot generate good income as a result children cannot make progress in learning process as they have to struggle for their basic needs.

Faisal Ibrahim, M.A. (2014) in his research claims that there is influence of parental socioeconomic status on their involvement in their children's education in Jordan. He revealed that the relationship between parental occupation and parental involvement at home was moderate in some strategies. It shows that parent with the prestigious occupations is more likely to identify their children's problem to give a possible solution. They also help them to do their homework by providing facilities necessary for learning development. Sapkota (2008) through his his research work found that the employment and economic status of the parents have explicit role on the proficiency level of the students in English.

### **2.1.2.8 Reading Room**

Reading room is also connected with learning of English. If reading room is separate equipped with physical facilities and learning materials, children feel ease in learning and can learn without any disturbance. Normally it should be quiet and peaceful so that no external factor can affect while learning. Not only that, reading room should have access to sun light and air. If all these factors are present in reading room that can facilitate in learning English. Caroline

(2012) states in her research that reading room has a positive impact on literacy and it provides a literate environment for the students.

There are various factors that have great impact in learning English. Among them socio-economic status is one of the most influencing factor in learning English. Parents' occupation can directly affect in the learning process of a child. Similarly, if the parents are well educated they can lead their children in right track and help them to learn in easy way. In the same way, if the income of family is high the children can manage their study time as well as they can get all the materials required for learning. They are not affected by any psychological torture. Thus in short, socio-economic status is one of the crucial aspects in learning English.

### **2.1.3 An Introduction to Tharu and their Socio-economic Status**

The Tharu people are an ethnic group indigenous to the southern foothills of the Himalayas; most of the Tharu people live in the Terai. The Tharus are recognized as an official nationality by the Government of Nepal. The southern part of Nepal is recognized as their residential area as the CBS report 2011. According to the report, the total population of Tharu in Nepal is 17, 37,470 i.e. 6.6% of the total population of Nepal. There are several sub-groups of Tharu viz. RanaTharu from Kanchanpur, SonchaTharu from Surkhet, DangauraTharu from Dang-Deukhuri, Banke, Bardiya, Kailali, PaschunTharu from Rupandehi and Kapilvastu, Arkutlwa or ChiwaniaTharu from central Terai: Sindhuli, Chitwan and Nawalparasi, KochilaTharu from Morang district. They also reside in some parts of neighbouring country, India: Vihar, Uttar Pradesh and Utrakhand state.

The Tharus are recognized as hard worker and labourious tribe. They are able to make their own identity and to keep harmonious relationship among various ethnic communities. They are rich in culture and religion. Their houses, roofs, arts and other household materials deserve distinct culture. All these are made using clay, mud, dung and grass. They often like to live in the mixed family.

They assume that the big family is beneficial in working in the field. Their one notable system is the older son in each family after his father's death is made as the chief of the family who handles the houses. In the same way, with consent of the villagers, they appoint a 'Guruwa' who is medic and chief priest of the village.

The social and economic status is still downtrodden because of their compulsion of being as semi-slaves of landlords. They are mostly deprived from the access to the education, health, employment and other productive infrastructure of development. Political changes and modernization do not affect majority of Tharus. Low income, unproductive labor, lack of autonomy, landlessness, illiteracy etc are the main identity of this community.

Comparatively, they are weaker than other community. Most of the Tharus depend on traditional agriculture but this profession is not sufficient for sustaining their livelihoods. Thus, they couldn't able to increase their income and they suffered from varied problems. Government also somehow failed to change their socio- economic conditions. Despite the impact of NGOs/INGO work at urban areas they are partially success to increase their living standard and capabilities. They speak Tharu as their main language to communicate with each other.

## **2.2 Review of Related Empirical Literature**

Several researches have been carried out in the field of English language teaching and learning. Basically, a number of research studies have been carried out in Department of English Education related to role socio economic status in developing English Language proficiency as well as effect of family background on students' English language achievement. Among them, some of the researches are reviewed briefly as follows:

Khanal (1999) carried out a research on "A Study on the Attitudes of Secondary Level Students towards Learning English." The major objective of his study was to explore the attitude of secondary level students towards language learning. The study design was survey in which all the students of



Kaski district studying at secondary level were taken as the population of the study. Among them, students of grade ten were taken as sample of the study. The sample size of the study was sixty students of grade ten who were selected by using non random sampling procedure. The major tool for data collection was questionnaire. The collected data were analyzed qualitatively and quantitatively in descriptive form and using simple statistical tools like table, chart etc. The study found that the students were positive towards learning English. However, they did not have positive attitude over the existing methodology, materials and examination system.

Bhatta (2007) carried out a research on “Effect of Family Background and Economic Status on Students’ English Language Achievement.” The objective of the study was to find out the effects of family background and the economic status of students on their English language achievement. The research design was an experimental research. All the students of secondary level of Jhapa district were the population of the study. Among them, students of grade nine were taken as sample of the study. The sample size was hundred students who were selected from 10 different public schools of Jhapa district. A reading passage was used as a test to collect the data. The collected data were analyzed by using statistical tools such as mean, median etc. The researcher found that students having educated parents were found to have higher achievement than those of having uneducated parents. Thus, family background and economic status of family affects in learning English language.

Sapkota(2008) carried out a research entitled “Role of Social and Economic Status of Marginalized Group in Developing English Language Proficiency.” The objective of his study was to find out the role of social and economic status of marginalized groups in developing English language proficiency. He analyzed different variables of socio-economic condition of marginalized children that affect in the development of English language proficiency. The researcher found that the marginalized children in Kathmandu have some better degree of proficiency in the English language in comparison to the proficiency

of the marginalized children in Arghakhanchi district. Similarly, the study found that the girls' proficiency in comparison to the boys' in the English language is higher.

Rai (2010) carried out a research entitled "Challenges Faced by Bantawa Learners Learning English as a Foreign Language." The objective of his study was to identify the challenges faced by Bantawa learners learning English as a foreign language. The research design was survey. All the Bantawa students and secondary level English language teachers were the population of the study. Hundred Bantawa students and ten secondary level English language teachers were taken as sample of the study. The sample size of the study was 110. Questionnaire, observation form and interview were used as the main data collection tools. The collected data were analyzed in descriptive form and statistical form using tables, diagram, and chart. The researcher found that the Bantawa learners of ELT are facing several challenges related to physical facilities, improper classroom management, teaching materials, mother tongue, evaluation system etc.

Similarly, Kharel (2011) carried out a research on "Role of Socio-economic Status in Developing English Language Proficiency: A Case of Chepang Students." The major objective of the research was to find out the effect of family background of Chepang students on their English language achievement. The study design was survey. All Chepang students of lower secondary level community schools of Dhading were the population of the study. The sample size was 60 students 20 from each schools including 10 Chepang and 10 non Chepang students. A comprehensive questionnaire form and a set of test items were used as the major tools for data collection. The collected data were analyzed descriptively in a narration and using simple statistical tools. The study found that family background plays significant role in developing English language proficiency of the children.

Lakandri (2014) conducted a research on "Affecting Factors to Students' Participation in Learning English" to find out the affecting factors to students'

participation in learning English on the basis of teachers' and learners' activities, family background, economic status and environmental and cultural factors. The study design was survey in which all the students of secondary level and English language teachers of Morang district were the population of the study. Students of grade nine and English language teachers were taken as sample of the study. Forty students of grade nine and four secondary level English language teachers were taken as the sample size of the study. The data collection tools were questionnaire and observation checklist. The researcher found that there are lots of affecting factors such as family background, economic condition, environmental factors, teachers' and students' activities in the classroom which affect directly and indirectly to students' participation in learning English.

Sharma (2015) carried out a research entitled "Impact of home environment on mathematics achievement of Tharu students." The objectives of the study were to find out the effect of home environment on mathematics achievement and to find out the correlation between home environmental factors and mathematics achievement of Tharu students. The research design of the study was survey type quantitative research. All the students and parents of Banke district were population of the study. Students and parents from 20 schools of Kohalpur municipality were taken as the sample of the study. The sample size was 400 including 200 students and 200 parents. The study tools were questionnaire and interview. ANOVA test, t-test, standard deviation etc. were used for the analysis of the data. The study concluded that the home environment of the students directly affects in the mathematics achievement.

B.K.(2016) carried out a research entitled "Role of Socio-economic status of Dalits Students in Learning the English Language" The objectives of the study were find out the role of socio-economic status and family background of Dalit students and its impact on learning the English language and to identify the challenges faced by Dalit students' in learning the English Language. The research design of the study was survey. Forty students from ten

community schools, 30 parents from 10 different communities and 10 teachers from 10 different community schools of Myagdi were the sample of this study. The researcher used purposive non-random sampling procedure to select respondents. He used both questionnaire and interview as the tools to collect the required information. Both the primary and secondary sources of data were used in this study. The collected data were analyzed and interpreted qualitatively and quantitatively. The study found that socio-economic status of the Dalit students' effect in their learning English.

Different research studies have been conducted on role of socio economic status in developing English language proficiency, effect of family background on students' English language achievement as well as attitudes of students towards learning English but no research matches with the present research as it tries to find out impact of socio-economic status of Tharu students in learning English who are socially, economically, politically and educationally backward as a result they face so many challenges while learning English. The study area/field is also different i.e. Kailali district from where only Tharu students are taken as sample. It is also different in term of questionnaire in which close ended questions are included as well as mark ledger of the students will be used along with the questionnaire to derive the accurate findings. So the present study is different from previous ones.

### **2.3 Implications of the Review for the Study**

Many researches related to second language learning and influencing factors, attitudes and perception of students towards learning English language have been carried out. Most of the previous researches are somehow related to the present study, which helped the researcher to know what has already been explored and what is still remained to be investigated and explored.

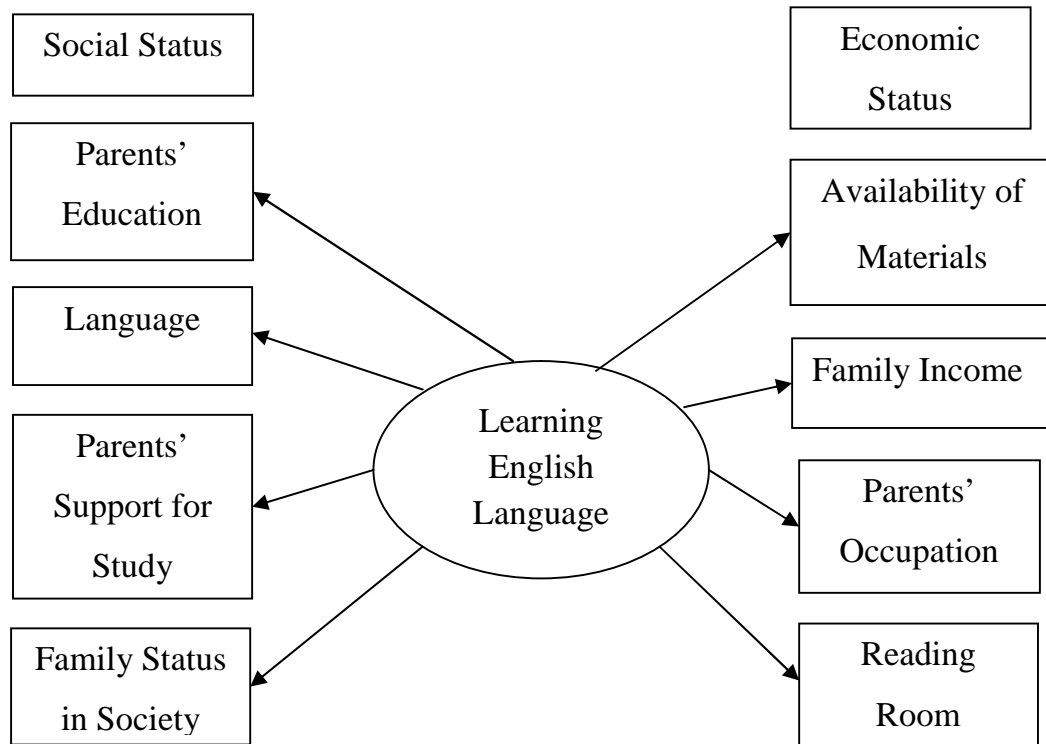
The researcher reviewed the literatures related to the study. After reviewing the literature closely, the researcher got lots of ideas how to conduct the study, which design of study to adopt, which tools to use and the ways to analyze and interpret the data collected.

Researches carried out by Kharel (2011) entitled “Role of Socio-economic Status in Developing English Language Proficiency: A Case of Chepang Students” and by Rai (2010) entitled “Challenges Faced by Bantawa Learners Learning English as a Foreign Language” provided the researcher clear ideas, concept and outlines for conducting the research. Similarly, Sharma’s (2015) study on “Impact of home environment on mathematics achievement of Tharu students” and Sapkota’s (2008) study helped the researcher to make the objectives of the present study more clear and specific. Out of these studies, most of the studies have adopted survey research design. So, the researcher has also decided to adopt the same research design for the study.

To sum up, after reviewing the literature, the researcher got many ideas and concept about the study. Moreover, the researcher was helped to select the design of study, specify the objectives, determine and develop research tools for data collection, analyze and interpret data and so on. Thus, the researcher was helped in all aspects of the study.

## 2.4 Conceptual Framework

The following is the conceptual framework of the study:



## **CHAPTER THREE**

### **METHODS AND PROCEDURES OF THE STUDY**

Research is a systematic and organized effort to investigate a specific problem that needs a solution. It is a careful study of subject especially in order to discover new facts or information about it. Each and every research is carried out in a specific and systematic methods and procedures. The present study has adopted the following methodology and procedures to meet the objectives of the study.

#### **3.1 Design of the Study**

There are various research designs practiced in different fields of studies for carrying out the researches. The research design is determined based on the selected topic, objectives to be met and problems to be addressed. In order to meet the objectives of the study, the researcher decided to adopt the survey research design.

Survey researches are the most commonly used descriptive methods in educational research and may vary in scope from large-scale governmental investigation to small scale studies carried out by a single researcher (Cohen & Manion, 2010 as cited in Bhandari & Ojha, 2013, p.201) which is usually done in the natural setting. Surveys are known as large scale researches where a huge number of population is needed. According to Nunan (1978, as cited in Bhandari & Ojha, 2013, p.205), “The main purpose of survey research is to obtain a snapshot of conditions, attitudes and or events at a single point of time.”

Different research tools such as questionnaires, interviews, observation, tests, attendance etc. are used to collect data in order to find out the fact directly from sample population.

Similarly, Kerlinger (1986, as cited in Bhandari&Ojha, 2013, p.203) defines, “Survey research is a kind of research which studies large and small population or universe by selecting and studying sample chosen from the population to discover the relative incidence, distribution and interrelationship of social and psychological variables.”

Based on Nunan (1992, p.141), the steps and procedures of survey research are as follows:

Step 1: Define objectives

Step 2: Identify the target population

Step 3: Review literature

Step 4: Determine sample

Step 5: Identify and prepare the research tools

Step 6: Design survey procedures

Step 7: Identify analytical procedures

Step 8: Determine report procedures

Survey research is mainly carried out to find out the people’s attitude, opinions and specified behaviours or certain issues, phenomena, events and situations.

The researcher selected survey research design based on the objectives of the study. The researcher aims to find out impact of socio-economic status of Tharu students in learning English. The researcher did not choose action research, experimental, historical or other research design because the researcher does not aim to improve classroom problems, test the theories or test the learners’ or teachers’ linguistic proficiency. So, for the research survey research design is appropriate rather than other research designs. Realizing the fact, the researcher selected survey research design for the study.

### **3.2 Population, Sample and Sampling Procedures/Strategy**

All Tharu students of secondary level of Kailali district from both government-aided and private schools were the population of the study. Among them 30 Tharu students of grade nine from Lamki-chuha municipality were selected



by using simple random sampling. To select the sample Fish-bowl draw technique was used.

### **3.3 Study Area/Field**

The study area of the study was Lamki-Chuha municipality of Kailali district. Purposively 3 government-aided and 3 private secondary level schools were selected for the research. Moreover, the research was related to the field of SLA where impact of socio-economic status of Tharu students in learning English was focused.

### **3.4 Data Collection Tools and Techniques**

The major research tools for data collection was questionnaire. Similarly, mark ledger of the students was used as the secondary source of data collection to facilitate the study. Questionnaire was developed including close ended questions for the students of grade nine to find out impact of socio-economic status of Tharu students in learning English

### **3.5 Data Collection Procedures**

In order to obtain valid and reliable data, the researcher followed the following procedures:

- i) The researcher prepared the major research tool, questionnaire, including close ended questions for the students.
- ii) The researcher selected the schools and sample of the study.
- iii) The researcher went to the field and established rapport with concerned authorities, teachers and students.
- iv) The researcher introduced himself and told the purpose and objectives of the study.
- v) The researcher took permission from the authority/ Principal.
- vi) Then, the researcher provided the questionnaire to the students, made them clear about the questions and asked them to fill the questionnaire.

- vii) The researcher requested the authority to provide the mark ledger of the students for the study.
- viii) At last, the researcher collected all the information and data.

### **3.6 Data Analysis and Interpretation Procedures**

The collected data were systematically analyzed and interpreted using appropriate qualitative and quantitative tools. Kumar (2005, p.6) says “Research is one of the ways of eliciting information and studying phenomenon to find out the solution to the specific research problems.” The results of research depend on the analysis and interpretation of the collected data. It means analysis and interpretation of data is crucial stage of any research. In this research, the qualitative data was analyzed and interpreted in the narrative and descriptive form and quantitative data was analyzed and interpreted descriptively with the help of simple statistical tools like tables, bar diagrams, chart.

## **CHAPTER FOUR**

### **ANALYSIS AND INTERPRETATION OF RESULT**

This chapter deals with the presentation, analysis and interpretation of the collected data. Similarly, it includes the summary of the findings on the basis of analysis and interpretation. The collected data from the Tharu students were analyzed and interpreted in order to find out the impact of socio-economic status of Tharu students in learning English.

#### **4.1 Analysis of Data and Interpretation of Results**

In this section, the collected data from the informants was analyzed and interpreted by using both qualitative and quantitative approaches. Qualitative data were interpreted in descriptive and narrative form and quantitative data were analyzed in statistical form using graph, table and diagram, taking the objectives of the study into consideration. After analyzing the data, the result was derived and presented.

##### **4.1.1 Socio-economic Status of the Tharu Students**

Under this heading students' parents' education, language, parents support for study and family status in society, availability of materials, family income, parents' occupation and reading room have been included. The collected data has been analyzed and interpreted based on the view collected through a set of questionnaire.

###### **4.1.1.1 Parents Education**

This sub-section deals with the impact of parents' education of the Tharu students in learning English. In order to find out whether the parents of Tharu students are illiterate, literate or educated, they were asked to choose the educational status of their parents. Based on the information provided by the respondents, the analysis and interpretation has been presented in the table below:

**Table 1**  
**Parents Education**

Status	No	Percentage
Illiterate	13	43.33
Literate	12	40
Educated	5	16.66
Total	30	100

The above table vividly presents the condition of parents' education of Tharu students of Kailali district. The table presents that, among 30 parents, 43.33% (13) of the parents of the respondents are illiterate 40% (12) are literate and only 16.66% are educated. Most of the parents of Tharu students are illiterate who are unable to guide them in their study. The illiteracy of the parents has influenced in learning English as the parents are unaware about it. The students having illiterate parents have not secured good marks as they are not supported by their parents and the students having educated parents have somehow good result and there is satisfactory achievement in their study.

Thus, it can be concluded that parents' education has some negative impact in learning English.

From the analysis of the above data, it is interpreted that illiteracy of parents hinders in learning English and there is negative impact in learning English. Similarly, the educated parents support their children in learning English as a result they get satisfactory achievement in learning English. So, interpreting the parents' education, it could easily be said that it has been a challenge and has negative impact for the Tharu students in learning English.

#### **4.1.1.2 Language**

In order to find out whether the language spoken at home has any relation with learning English, the Tharu students were asked to fill the questionnaire stating which language they speak at home, which language do their parents use while talking to them and whether there their mother tongue hinders in learning

English or not. The data provided by the Tharu students has been presented below in the table.

**Table 2**  
**Language**

Language	No.	Percentage	Hinders in learning	
			Yes	No
Tharu	30	100	30	0
Nepali	0	0		
English	0	0		
Total	30	100	100	0

The above table shows that all the Tharu students taken as sample of the study speak Tharu language at home with their parents and their parents too speak Tharu language while communicating. Not only that, the table shows that their language hinders in learning English. They speak only their own language while communicating with their parents, friends, relatives and other persons. As there is mother tongue interference, they have to face many challenges while learning English. Thus, it can be concluded that language has some negative impact in learning English.

From the analysis of the above data, it is interpreted that language has become an obstacle for the Tharu students in learning English and there is negative impact in learning English. Similarly, the mother tongue interference also affects children in learning English as a result they get satisfactory achievement in learning English. So, interpreting the parents' education, it could easily be said that language has been a challenge and has negative impact for the Tharu students in learning English.

#### **4.1.1.3 Parents Support for Study**

The impact of parents support in learning English has been analyzed based on whether the Tharu students get support or not if yes the ways of support. The

data analysis and interpretation for this factor derived from the survey is shown in the table below.

**Table 3**  
**Parents Support for Study**

Parents support		Ways of supporting	No	Percentage
Yes	No	By providing required materials	6	20
27	3	By supporting to do homework	4	13.33
		By managing finance	30	66.66
Total				

The above table shows that 27 of the Tharu students get support for their study and 3 Tharu students do not get support. The table clearly shows that most of the Tharu students get support for their study in different ways. Among 30 parents of Tharu students, 20% parents support them by providing required materials, 13.33% parents support them by helping them to do homework and 66.66% parents support them by managing finance. By analyzing the data the researcher found that the parents of Tharu students support them only by managing finance that is not enough for learning English. The students who are supported by providing required material, supporting to do homework and managing finance have got better result than who are supported only by managing finance.

From the analysis of the above data, it is interpreted that parents support in different ways assists the Tharu students in learning English. The support provided by the parents decides the status of learning English. So, interpreting the parents' support for study, it could easily be said that it has been a challenge and has negative impact for the Tharu students in learning English.

#### 4.1.1.4 Family Status in Society

The impact of family status of Tharu students in learning English has been derived based on the family status in society. The students were asked to mention in which class their family falls. The data obtained by the respondents has been presented in the table below.

**Table 4**  
**Family Status in Society**

<b>Status</b>	<b>No</b>	<b>Percentage</b>
Low	0	0
Mid	30	100
High	0	0
Total	30	100

The above table shows the family status in society of the Tharu students. It clearly shows that all the Tharu students have mid status in the society. Due to their status, they are deprived of different facilities and services provided by the local administration and the governments of Nepal. Not only that, they are unaware regarding the policies made for their welfare and upliftment due to their status in the society.

From the analysis of the above data, it is interpreted that family status in the society has great impact in learning English. The students having high status in society are respected and aware about the policies and they have access to the administration and so on. Their achievement is far better than those of the students having low status. So, interpreting the family status in society, it could easily be said that it also determines the rate of learning and achievement in learning English and has negative impact for the Tharu students in learning English.

#### 4.1.1.5 Availability of Materials

In order to find out whether availability of materials and extra books and reference materials has any role in learning English or not, the researcher asked the Tharu students to provide the information. The data obtained by the respondents has been presented in the table below.

**Table 5**

#### **Availability of Materials**

<b>Availability of materials</b>		<b>Extra books and reference books</b>		<b>Percentage</b>
Yes	No	Yes	10	33.33
30	0	No	20	66.66
Total		30		100

The above table shows that all the Tharu students have availability of materials but there is no availability of extra books and reference books for their study. Only 33% of the Tharu students have availability of extra books and reference books and 66.66% of the Tharu students do not have availability of extra books and reference books. The Tharu students who have availability of materials along with extra books and reference books get more knowledge than those who are lagging behind it.

Thus, it is interpreted that availability of materials and extra books and reference materials has impact in learning English. Most of the Tharu students do not have availability of extra books and reference books and their result is also poor and those students who have extra books and reference materials have better result and achievement in learning English.



#### 4.1.1.6 Family Income

In order to find out the status in terms of monthly income, the Tharu students were asked to provide the information. The monthly income supports the Tharu students or not, they were provided a set of questionnaire mentioning the income categories. The data provided by the Tharu students has been presented below in the table

**Table 6**  
**Family Income**

Status	No	Percentage	Income	No	Percentage
Low	10	33.33	5000-10000	13	43.33
Average	20	66.66	10000-15000	12	40
High	0	0	15000-20000	5	16.66
Total	30	100		30	100

The above table shows the family income of the Tharu students. The table clearly shows that 33.33% of the Tharu students' family has low income and 66.66% of them have average income but none of them have high income. Based on the monthly income categories, 43.33% of the Tharu students' family income is Rs.5000-Rs.10000, 40% of them have income Rs.10000-Rs.15000 and only 16.66% of them have high monthly income of Rs.15000-Rs.20000. The Tharu students who have low income has poor academic achievement, the students who have average income have obtained better result than those of low income and the students who have high income have obtained best result.

Thus, it is interpreted that family income has also great impact in learning English. The Tharu students having low income cannot buy necessary learning materials and also cannot afford fee for their schooling. Due to this there is no good result. The students having average income can buy required materials and pay attention for their study so there is good result. In the same way, the students having high income can buy all necessary learning materials and

afford fee for their better study and they have obtained the best result. Thus it can be concluded that low monthly income also creates problems and has impact in learning English for Tharu students.

#### **4.1.1.7 Parents' Occupation**

In order to find out the occupation in which the parents of the Tharu students have engaged, whether the occupation is suitable for their study or not and the impact of occupation, they were asked to state the occupation. The data obtained by the respondents has been presented in the table below.

**Table 7**  
**Parents Occupation**

<b>Occupation</b>	<b>No</b>	<b>Percentage</b>
Farming	13	43.33
Teaching	2	6.66
Business	6	20
Other	9	30
Total	30	100

The above table shows different occupations in which the parents' of the Tharu students have engaged. It vividly shows that 43.33% of the parents are engaged in farming, 6.66% are in teaching, 20% in business and 30% are in other sector. Most of the parents are farmers who are unaware regarding importance and cannot give time as well which has been obstacle for learning English. In the same way, the businessmen also are busy handling their business and they have no time for their children's study as a result there is very poor achievement of their children.

Thus, it can be interpreted that the occupation of the parents also plays important role in learning English and has impact in learning English. The

students who have parents engaged in teaching field are ahead in learning process and have good result.

#### 4.1.1.8 Reading Room

Reading room is also one of the important factors of learning English. The Tharu students were asked whether they have separate and peaceful room and availability of materials in room. The data obtained by them has been presented in the table below.

**Table 8**  
**Reading Room**

Separate and peaceful		Percentage	Availability of materials in room		Percentage
Yes	3	10	Yes	2	6.66
No	27	70	No	21	70
Total	30	100	Not at all	7	23.33
			30		100

The above table shows the status of reading room of the Tharu students. The table presents that only 10% of the Tharu students have separate and peaceful room but 70% of them do not have separate and peaceful room. Similarly, only 6.66% of the Tharu students have availability of materials in room, 70% of them do not have availability of materials in room and 23.33% opined that they do not have separate and peaceful room and availability of materials in room at all. By analyzing the data, the researcher found the students having separate and peaceful room with availability of materials have better result and has positive impact in learning English and those who do not have are weaker and have poor result.

From the analysis of above data, it is interpreted that reading room has also impact in learning English. The separate and peaceful room provides

opportunity to gain knowledge without any disturbance and makes them mentally prepared for gaining knowledge as a result there is good progress in learning English. Thus, reading room has also impact in learning English.

#### **4.1.2 Correlation of Socio-economic Status and Achievement of the Tharu Students**

Under this heading the correlation of socio-economic status achievement of the Tharu students have been included. The socio-economic status has been analyzed and interpreted based on the mark ledger received from schools. The correlation of socio-economic status and achievement of the Tharu students is presented under the following sub headings.

##### **4.1.2.1 Parents Education and Achievement of the Tharu Students**

This sub-section deals with the correlation of parents' education and achievement of the Tharu students in learning English. In order to find out whether there is correlation between parents education and achievement the mark ledger is used. Based on the information provided by the respondents, the analysis and interpretation has been presented in the table below:

**Table 9**

**Parents Education and Achievement of Tharu Students**

<b>Parents education</b>	<b>No</b>	<b>Mean of obtained marks</b>
Illiterate	13	34.30
Literate	12	42.75
Educated	5	50
Total	30	

The above table vividly shows the correlation of parents' education of Tharu students of Kailali district and the achievement in English. The table presents that, among 30 parents, 13 of the parents of the respondents are illiterate and their children's mean value of obtained marks is 34.30, 12 are literate and their

children's mean value of obtained marks is 42.75 and only 5 are educated and their children's mean value of obtained marks is 50. Most of the parents of Tharu students are illiterate who are unable to guide them in their study. There is vast difference between the mean value of obtained marks of the Tharu students having illiterate and educated parents. The mean value of obtained marks of the Tharu students having illiterate parents is 34.30 and on the other hand the mean value of obtained marks of the Tharu students having educated parents is 50 and the difference between the two mean value is 15.70. Thus, it can be concluded that parents' education has some impact in learning English.

From the analysis of the above data, it is interpreted that illiteracy of parents hinders in learning English and there is negative impact in learning English. Similarly, the educated parents support their children in learning English as a result they get satisfactory achievement in learning English. This implies that parent's occupation has significant impact on the students' academic performance.

#### **4.1.2.2 Language and Achievement of the Tharu Students**

In order to find out whether the language spoken at home has any relation with learning English, the Tharu students were asked to fill the questionnaire stating which language they speak at home, which language do their parents use while talking to them and whether their mother tongue hinders in learning English or not, is there any correlation between language and achievement. The data provided by the Tharu students and their achievement based on the mark ledger has been presented below in the table.

**Table 10**  
**Language and Achievement of Tharu Students**

<b>Language</b>	<b>No</b>	<b>Mean of obtained marks</b>
Tharu	30	41
Nepali	0	-
English	0	-

The above table shows that all the Tharu students taken as sample of the study speak Tharu language at home with their parents and their parents too speak Tharu language while communicating. The mean value of obtained marks is 41 that is not satisfactory. Thus, it can be concluded that language has negative impact in learning English.

From the analysis of the above data, it is interpreted that language has become an obstacle for the Tharu students in learning English and there is negative impact in learning English. Similarly, the mother tongue interference also affects children in learning English as a result they get satisfactory achievement in learning English. So, interpreting the parents' education, it could easily be said that language has been a challenge and has negative impact for the Tharu students in learning English.

#### **4.1.2.3 Parents Support and Achievement of the Tharu Students**

The correlation of parents support in learning English has been analyzed based on whether the Tharu students get support or not if yes the ways of support based on the mark ledger. The data analysis and interpretation for this factor derived from the survey is shown in the table below.

**Table 11**

**Parents Support and Achievement of the Tharu Students**

<b>Parents Support</b>	<b>No</b>	<b>Mean of obtained marks</b>
By providing required materials	6	46.83
By supporting to do homework	4	48.5
By managing finance	24	40.33

The above table shows the correlation between parents support and the achievement of the Tharu students. The table presents that 6 students are supported by their parents by providing required material and their mean value of obtained mark is 46.83. Besides that 4 students are supported to do homework and their mean value of obtained mark is 48.5 and 24 students are supported by managing finance and their mean value is 40.33. The table clearly shows that there correlation between parents support and achievement of the Tharu students in learning English. The difference of mean value of obtained mark between the students who are supported by providing required material and by managing finance is 6.5. Similarly, the difference of mean value of the students who are supported to do homework and by managing finance is 8.17. The students who are supported by providing required materials and by supporting to do homework have achieved better result than those who are supported by managing finance only. By analyzing the data the researcher found that the parents of Tharu students support them only by managing finance that is not enough for learning English. The students who are supported by providing required material, supporting to do homework and managing finance have got better result than who are supported only by managing finance.

From the analysis of the above data, it is interpreted that parents support in different ways assists the Tharu students in learning English. The support provided by the parents decides the status of learning English. So, interpreting

the parents' support for study, it could easily be said that it has impact in learning English.

#### **4.1.2.4 Family Status and Achievement of the Tharu Students**

The correlation of family status of Tharu students and achievement in learning English has been derived based on the mark ledger. The students were asked to mention in which class their family falls. The data obtained by the respondents and their achievement has been presented in the table below.

**Table 12**

**Family Status and Achievement of the Tharu Students**

<b>Status</b>	<b>No</b>	<b>Mean of obtained marks</b>
Low	0	-
Mid	30	41
High	0	-
Total	30	

The above table shows the correlation of family status in society of the Tharu students and their achievement. It clearly shows that all the Tharu students have mid status in the society and their mean value of obtained mark is 41 that is not satisfactory.

From the analysis of the above data, it is interpreted that family status in the society has great impact in learning English. The students having high status in society are respected and aware about the policies and they have access to the administration and so on. Their achievement is far better than those of the students having low status. So, interpreting the family status in society, it could easily be said that it also determines the rate of learning and achievement in learning English and has an impact in learning English.



#### **4.1.2.5 Availability of Materials and Achievement of the Tharu Students**

In order to find out the correlation of availability of materials and extra books and reference materials and achievement in learning English, the researcher asked the Tharu students to provide the information. The data obtained by the respondents and their achievement has been presented in the table below.

**Table 13**

**Availability of Materials and Achievement of the Tharu Students**

Availability of Materials	No	Mean of obtained marks
Yes	10	47.8
No	20	38.55

The above table shows the correlation of availability of material and achievement of the Tharu students. It clearly shows that 10 of the Tharu students have availability of extra books and reference books and their mean value is 47.8. On the other hand, 20 of the Tharu students do not have availability of extra books and reference books and their mean value of obtained mark is 38.55. The difference of mean value of the students who have availability of materials and unavailability of materials is 9.25. The Tharu students who have availability of materials along with extra books and reference books have got better result than those who are lagging behind it.

Thus, it is interpreted that availability of materials and extra books and reference materials has impact in learning English. Most of the Tharu students do not have availability of extra books and reference books and their result is also poor and those students who have extra books and reference materials have better result and achievement in learning English.

#### **4.1.2.6 Family Income and Achievement of the Tharu Students**

This sub-section deals with the correlation of family income and achievement of the Tharu students in learning English. In order to find out whether there is correlation between family income and achievement the mark ledger is used. Based on the information provided by the respondents, the analysis and interpretation has been presented in the table below:

**Table 14**  
**Family Income and Achievement of the Tharu Students**

<b>Family Income</b>	<b>No</b>	<b>Mean value of obtained marks</b>
Rs. 5000-10000	13	38.46
Rs. 10000-15000	12	41.91
Rs. 15000-20000	5	49.2

The above table shows the correlation of family income of the Tharu students and their achievement. The table clearly shows that 13 of the Tharu students' family has low income i.e. Rs. 5000-10000 and the mean value of obtained mark is 38.46, 12 of them have average income i.e. Rs. 10000-15000 and their mean value of obtained mark is 41.91 and 5 of the Tharu students have income that falls from Rs. 15000-20000 and their mean value of obtained mark is 49.2. The difference of mean value of the students having family income of Rs. 5000-10000 and Rs. 15000-20000 is 10.74. Therefore, it can be concluded that there was a significant effect between parents Income and Students Academic performance.

From the above table is interpreted that there is correlation between family income and achievement in learning English language. The Tharu students having monthly family income of Rs. 5000-10000 has low mean value of

obtained marks in comparison of the Tharu students having monthly family income of Rs. 15000-20000. The difference of the mean value is 10.74. Thus, family income has significant effect on the academic performance of students.

#### **4.1.2.7 Parents Occupation and Achievement of the Tharu Students**

The correlation of parents' occupation of Tharu students and achievement in learning English has been derived based on the mark ledger. The students were asked to mention their parents' occupation. The data obtained by the respondents and their achievement has been presented in the table below.

**Table 15**

**Parents Occupation and Achievement of the Tharu Students**

<b>Parents Occupation</b>	<b>No</b>	<b>Mean of obtained marks</b>
Farming	13	44.23
Teaching	2	52.5
Business	6	44.33
Other	9	33.44

The above table shows the correlation of parents occupation and achievement of the Tharu students. It clearly shows that 13 of the parents of Tharu students are engaged in farming and the mean value of obtained marks of their children is 44.23, 2 are engaged in teaching and the mean value of obtained mark is 52.5. Similarly 6 parents are engaged in business and the mean value of obtained marks of their children is 44.33 and 9 of the parents are engaged in other fields and the mean value of obtained marks of their children is 33.44. The mean value of obtained marks of the Tharu students whose parents are engaged in teaching is high in comparison of those whose parents are engaged in farming, business and other field.

Thus, it is interpreted that parents occupation also plays vital role in learning English. This implies that parent’s occupation has significant impact on the students’ academic performance.

#### **4.1.2.8 Reading Room and Achievement of the Tharu Students**

This sub-section deals with the correlation of reading room and achievement of the Tharu students in learning English. In order to find out whether there is correlation between reading room and achievement the mark ledger is used. Based on the information provided by the respondents, the analysis and interpretation has been presented in the table below:

**Table 16**  
**Reading Room and Achievement of Tharu Students**

<b>Separate and Peaceful Reading Room</b>	<b>No</b>	<b>Mean of obtained marks</b>
Yes	3	48
No	27	40.92

The above table shows the correlation of reading room and achievement of the Tharu students. It clearly shows that 3 of the Tharu students have separate and peaceful reading room and their mean value of obtained marks is 48 and 27 of the Tharu students do not have separate and peaceful reading room and their mean value of obtained mark is 40.9. The mean value of obtained marks of the Tharu students who have separate and peaceful room is higher than those who do not have separate and peaceful room.

Thus, it is interpreted that separate and peaceful room also plays vital role in learning English. This implies that reading room has significant impact on the students’ academic performance.

#### **4.2 Summary of Findings**

The study was carried out to find out the impact of socio-economic status of Tharu students in learning English. The researcher has elicited the views of Tharu students who are directly connected in learning English. The researcher made the use of a set of questionnaire as the major tool to collect the primary data and mark ledger as the secondary source. The researcher selected six different schools of Lamki-chuha municipality of Kailali district, from which 30 Tharu students were selected through simple random sampling using fish-bowl draw technique for data collection. The researcher has listed the major findings and implications of the study after the rigorous analysis of the collected data. Both descriptive and statistics methods have been used to analyze the data. After the discussion of the raw data, the researcher found and listed the following major findings.

- a) Most of the Tharu students are from the poor socio-economical and educational background. So they face problem related to basic reading and writing materials. It affects directly and indirectly to the students in learning English.
- b) The main causes for degrading situation of Tharu students in learning English illiteracy, occupation, language, income of their parents which have negative impact in learning English.
- c) It is found that that economic condition of Tharus is poor, thus the Tharustudents are forced to work in the fields as their parents cannot afford for their education buy all necessary learning materials. English language learning is directly affected due to lack of opportunity to study at their home.
- d) Tharus are economically poor, educationally illiterate, and socially back-ward. Most of them work in the field or foreign country so they do not take care about their children as a result their achievement is not satisfactory.

- e) Most of the Tharu students speak Tharu language at home with their parents which affects in learning English. Thus language has negative impact in learning English.
- f) Reading room equipped with required learning materials with peaceful environment has great role in learning but the Tharu students do not have separate reading room as a result there in difficulty in learning English.

## **CHAPTER FIVE**

### **CONCLUSIONS AND RECOMMENDATIONS**

In this section, the researcher has presented the conclusions of the study after analyzing and interpreting the collected data. Moreover, the researcher has derived some findings and made necessary recommendations for different levels.

#### **5.1 Conclusions**

The main concern of the research was to identify the impact of socio-economic status of Tharu students in learning English and aimed to suggest some pedagogical implications. For that purpose I collected data with the help of a set of questionnaire including close ended questions from thirty Tharu students of grade nine from Lamki-chuha municipality. I have provided a comprehensive picture of analysis and interpretation of results. The data were analyzed using descriptive and statistical tools in percentile form.

After the analysis of data obtained from the Tharu students, I explored the factors which have impact in learning English. I found that socio-economic status of Tharu students plays vital role in learning English. Due to poor socio-economic status, there is no significant achievement in learning English. Due to

parents' illiteracy, the Tharu students do not get support in learning English. In the same way, the language which they speak also becomes obstacle for learning English. Likewise parents' support, occupation, family income, availability of materials and reading room also has crucial role in learning English. Due to such factors there is great impact in learning English.

The Tharu students who have educated parents with high family income are found to be better than the students who have illiterate parents with low family income. In the same way, the students who get support not only in financial way but also to do homework and regarding required materials have obtained better result. Thus, to bring improvement in learning English, the socio-economic status of the Tharu students need to be upgraded and raised. For that steps should be taken from the policy makers, practitioners and researchers side.

The major conclusions of the study are as follows:

- a) Tharu students are facing problems in learning English due to their parent's educational status as most of their parents are illiterate some are literate and only a few are educated.
- b) Most of the Tharu students as well as their parents speak Tharu language at home as a result their mother tongue hinders in learning English.
- c) The Tharu students get support from their parents only in financial way that rarely supports in learning English.
- d) In terms of prestige and rank most of the Tharu students fall in middle class in their society.
- e) The Tharu students think that extra books and reference materials play crucial role in learning English but their parents buy only course books only.
- f) Most of the Tharu students are from the poor economic status and their family income is not sufficient for the fulfillment of basic needs and their study.

- g) Most of the Tharu students belong to farming background that is not suitable for their study.
- h) Regarding the reading room, most of the Tharu students do not have separate and peaceful room equipped with necessary learning materials.

## **5.2 Recommendations**

On the basis of the aforementioned findings, the following recommendations have been suggested for the following levels:

### **5.2.1 Policy Related**

- a) Curriculum Development Centre (CDC) should design English curriculum by including the interest, level, at least a text about the Tharu ethnics in the present English curriculum.
- b) Socio-economic status of students affects their rate of learning English. Thus, it is recommended to apply appropriate approach in school education to uplift and bring the students of marginalized groups like Tharu in mainstream of education.
- c) Full-fledged scholarship programme should be launched for Tharu students. If possible, the government of Nepal should manage income generation plans and policies for the parents of such students.
- d) Some provisions are made in our constitution and other acts regarding the improvement of educational status of such students but implementation level is poor. So implementation body should be strict and effective.
- e) The Government should implement some action oriented plans and programs which are required to suit the demand of the new millennium and also needs of Tharu students.
- f) There should be presence of Tharu representatives among the policy making level and the higher governmental organization.
- g) The government should support and provide help to organization willing to work for the welfare of Tharu students.



### **5.2.2 Practice Related**

- a) Teacher should use maximum interaction activities which help to develop co-operation and confidence in Tharus.
- b) Teacher should provide special attention on Tharu students and place them on front bench to remove hesitation in learning English.
- c) School administration should create English environment from the basic level in school premises.
- d) English teachers should use proper and appropriate teaching materials along with learner-centered and communicative methods.
- e) NGO (Non-governmental Organization) and INGO (International Non-governmental Organization) should function as watchdog for the implementation of the Tharu acts, laws and programme of the school.

### **5.2.3 Further Research Related**

Research is an ongoing process. No research is complete in itself. The present research might also be incomplete and may be unable to occupy several areas related to the topic. The findings of the study might not be generalized to all contexts as it has a lot of limitations. It might be incomplete in terms of study population, sample, data collection tools and so on. So further researchers can be conducted concerning the limitations of the research. Here are some of the other related areas recommended for further research to be investigated.

- ) This research will be a valuable source of information as a secondary source for other research. So, it is recommended that the findings of this study will be applicable for further research.
- ) The new research should be carried out on the new research areas which are left to be investigated.
- ) Other areas such as impact of Tharu culture and financial status in learning English can be compared.

) Similarly, on the basis of the factors mentioned in the study, further study could be conducted on various topics related to other caste.

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## **Appendix I**

### **Questionnaire for students**

Dear students,

As part of my study, I am carrying out a research entitled “**Impact of Socio-Economic Status of Tharu Students in Learning English.**” under the guidance of **Mr. Resham Acharya**, Teaching Assistant of Department of English Education, T.U. I would be grateful if you could kindly fill the following questionnaire with true information. All the information collected through the questionnaire will be used only for research purpose and your identity will be kept highly confidential.

Researcher

**Santosh Chaudhary**

T.U. Kirtipur

Name of Student: .....

Address: .....

Name of School: .....

Date: .....

**Put a tick (✓) in the correct answer.**

1. What is the educational status of your parents?
  - i) Illiterate
  - ii) Literate
  - iii) Educated
2. Are both of your parents illiterate, literate or educated?
  - i) Both illiterate
  - ii) Both literate
  - iii) Both educated
  - iv) One educated
3. What is the academic qualification of your father/mother?
  - i) Under SLC
  - ii) SLC
  - iii) Intermediate
  - iv) Bachelor/Master
4. Which language do you speak at home?
  - i) Tharu
  - ii) Nepali
  - iii) English
  - iv) Mixed
5. Do your parents speak English with you?
  - i) Yes
  - ii) No
6. Does your mother tongue hinder in learning English?
  - i) Yes
  - ii) No
7. Do your parents support for your study?
  - i) Yes
  - ii) No
  - iii) Rarely
8. How do they support you for your study?
  - i) By providing required materials
  - ii) By supporting to do homework
  - iii) By managing finance for study
9. Does your parents support help you for your study?
  - i) Yes
  - ii) No
  - iii) Rarely

10. How is the status of your family in your society?
- i) Not good
  - ii) Good
  - iii) Better
  - iv) Best
11. Is your family prestigious in your society?
- i) Yes
  - ii) No
12. In which class does your family fall in terms of prestige and rank in your society?
- i) Lower
  - ii) Middle
  - iii) Upper
13. Do you have all required learning materials for your study?
- i) Yes
  - ii) No
14. Do your parents buy extra books and reference materials for your study?
- i) Yes
  - ii) No
15. Do you think that extra books and reference materials play any role in learning English?
- i) Yes
  - ii) No
16. How is the income of your family?
- i) Low
  - ii) Average
  - iii) High
17. How much is the monthly income of your family?
- i) Rs.5, 000-10,000
  - ii) Rs.10, 000-15,000
  - iii) Rs.15, 000-20,000
  - iv) More than Rs.20, 000
18. Is your family income sufficient for the fulfilment of basic needs and your study?
- i) Yes
  - ii) No
  - iii) Only for the fulfilment of basic needs
19. What is the major occupation of your parents?
- i) Farming
  - ii) Teaching
  - iii) Business
  - iv) Other
20. Does your parents' occupation fulfil all the basic needs of your family?
- i) Yes
  - ii) No
  - iii) Rarely

21. Is your parents' occupation suitable for your family and your study?

i) Yes

ii) No

22. Do you have separate reading room for you at home?

i) Yes

ii) No

23. Is your reading room suitable and peaceful?

i) Yes

ii) No

24. Is everything available that supports for your study in your reading room?

i) Yes

ii) No

iii) Not all

Thank you very much for your kind co-operation and patience.

Researcher

**Santosh Chaudhary**

T.U. Kirtipur



## Appendix II

### Mark Ledger of the Tharu Students in English Subject

SN	Name of the Students	School's Name	FM	ObtainedMarks
1.	PramilaChaudhary	AdarshNamuna	75	55
2.	NirajanChaudhary	AdarshNamuna	75	48
3.	Ganesh Chaudhary	AdarshNamuna	75	28
4.	Rahul Chaudhary	AdarshNamuna	75	37
5.	PawanChaudhary	AdarshNamuna	75	41
6.	PiyushChaudhary	National Academy	75	56
7.	SamairaChaudhary	National Academy	75	46
8.	NituChaudhary	National Academy	75	39
9.	NavinDangaura	National Academy	75	37
10.	NarendraChaudhary	National Academy	75	51
11.	PramitaChaudhary	Kailali Public	75	53
12.	Suresh Chaudhary	Kailali Public	75	42
13.	Shanti Chaudhary	Kailali Public	75	56
14.	RinaChaudhary	Kailali Public	75	50
15.	Bandana Chaudhary	NawaJeevan	75	28
16.	SiraramChaudhary	NawaJeevan	75	41
17.	UdanChaudhary	NawaJeevan	75	47
18.	ArohiChaudhary	NawaJeevan	75	34
19.	Ram BanwasChaudhary	NawaJeevan	75	44
20.	Rima Chaudhary	Jana Sewa	75	50
21.	JulyanaChaudhary	Jana Sewa	75	28
22.	DhanBdrChaudhary	Jana Sewa	75	33
23.	JunaChaudhary	Jana Sewa	75	40
24.	SanjanaChaudhary	Jana Sewa	75	44
25.	BasantiChaudhary	Kailali Public	75	46
26.	AkritiChaudhary	RastriyaAdarsh	75	43

27.	Mohan Chaudhary	RastriyaAdarsh	75	37
28.	SantoshChaudhary	RastriyaAdarsh	75	29
29.	RajendraChaudhary	RastriyaAdarsh	75	36
30.	Shanti Chaudhary	RastriyaAdarsh	75	30