



LEVELS OF LEARNING ACHIEVEMENT AMONG THE PRIMARY SCHOOL STUDENTS

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Abstract

The most important aim of the present paper was to study the levels of learning achievement among the primary school students. The researcher had selected 120 students of fifth grade from six government primary schools of Kalaburagi district of Karnataka state. Achievement test in Kannada language and mathematics were used as research tools. Teacher made achievement test on both kannada and mathematics were constructed by investigator on the content of third grade. Data was collected and analyse by percentage analysis. The study found that there is low levels of learning achievement in both subject kannada and mathematics. Majority of children face problem in reading and writing and also have problem in dealing with basic mathematical operations. However no gender gap in learning levels in both subjects has been found. This type of study is very helpful to identify the strength and weakness of the education system .Assessment of students learning is helpful to identify the areas which need to reform and also suggests in improvement and revision of curriculum, text books and teacher training programmes.

Keywords: *Right to Education Act, levels, learning achievements, primary school students.*



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INRODUCTION

Primary school enrolment has increased significantly around the world in recent decades, while learning levels have remained stubbornly low. Even though children are moving up from one grade to the next, few actually master the grade-level competencies expected of them. This could be attributed to a number of factors, including large class sizes, a shortage of qualified teachers, unsuitable pedagogy and curriculum, and pressure on teachers to complete the prescribed syllabus. Targeting lessons to the learning levels of students is one pedagogical approach to addressing the challenge of low learning levels. Under India's 2009 Right to Education (RTE) Act, every child up to the age of fourteen is guaranteed free and compulsory education, and no child can be held back, expelled, or required to pass a board examination until grade 10. This has in part contributed to primary school enrolment rates of over 95 percent, but few students' actually master the basic skills like: reading, writing and

arithmetic. The quality of a school depends on a variety of factors including infrastructure, presence and motivation of teachers, minimum teaching standard and minimum achievement level of pupils. Since the primary aim of an educational institution is to ensure that all the learners acquire the desired skills and knowledge (Aggarwal 2000, p. 37), the quality of a school can be estimated by the extent to which students have acquired knowledge ,skills, values and attitudes which refer to the actual learning out comes.

THEORETICAL BACKGROUND:

In the existing academic literature, there exists an over whelming consensus towards the low quality of Indian primary and elementary education. Empirical studies have done in this regard considering different household and school characteristics as responsible for low learning achievement. Studies such as (Ahluwalia 2014, p. 38), (Banerjee and Dulfo 2011, p 33), (Kumar, et al. 2010, p. 19), consider learning achievement at national level. Studies have been done in this regard by different scholars for different states. Reports also suggest that basics not being built up at the 1st and 2nd grade level reducing the ability to learn in higher grades (Vyas 2014, p. 26). In 2005, in India, rural private school enrolment was 17% and it raised to 29% in education to all children the pace of enrolment in private schools quickened (Chavan 2013, p. 46). According to ASER 2011, we see that 58% of STD 4 classes sit with at least one other grade and 53% of STD 5 classes do the same. Using ASER data from 2007 to 2011, we see that this multigrade figure has been steadily rising in this period. The available data points to an important reality of Indian schools- large number of small schools and a majority of school where classes are grouped with more than one grade sitting together. Due to multi-grade classroom and diversity in the children's needs, the typical Indian teacher unable to handle the situation in an effective manner. One of the major aspects of Indian education system is that most of the children are first generation learner, and some parents are semi literate and semi educated who feel completely inadequate and powerless to help their children at home. A dysfunctional school and no help from home means that the child formal learning will never really take off at all. According to the Annual Status of Education Report (ASER) 2013 report, more than 96% of all children in the age group of 6-14 years are enrolled in school. However, close to 53% of children in India in Grade 5 cannot read a Grade 2 level text. The percentage of Grade 5 children, enrolled in Government schools unable to read Grade 2 level text has increased from 49.3% (2010) to 56.2% (2011) to 58.9% (2013) On a similar note, close to 29.1% Of children enrolled in Grade 5 in 2010 could not solve simple two-digit subtraction problems with borrowing. The number further increased to 39% in 2011 and 47.7% in 2013. With this intent, this study

raises the question, what levels of learning achievement in kannada language and mathematics have been achieved by primary school students?

OBJECTIVES

1. To study the levels of learning achievement of Vth grade students in kannada language and mathematics.
2. To find out the levels of learning achievement of Vth grade students in kannada language and mathematics with respect to their gender and locality.

METHODOLOGY

Sample

The study was conducted on a sample of 120 students of six government primary schools of Kalaburagi city drawn by stratified random sampling technique. Due representation was ensured to the strata like: gender and locale of school.

Tools used for data collection

Achievement Test in Mathematics:

Achievement test in mathematics for V class is prepared by the researcher as the present study is looking at achievement levels of children studying only in class V during the time of survey. The items in the achievement test were selected on the basis of expert opinion and content analysis of the class III mathematics text book. The achievement test so constructed is tried out for its usability and viability with class V students before its actual usage in the sample schools.

Achievement Test in Kannada:

Achievement test in Kannada (Language) for V class is prepared by the researcher as the present study is looking at achievement levels of children studying only in class V during the time of survey. The items in the achievement test were selected on the basis of expert opinion and content analysis of the class III Kannada text book. The achievement test so constructed is tried out for its usability and viability with class V students before its actual usage in the sample schools.

Statistical technique used:

Percentage analysis technique was used for analysing the data.

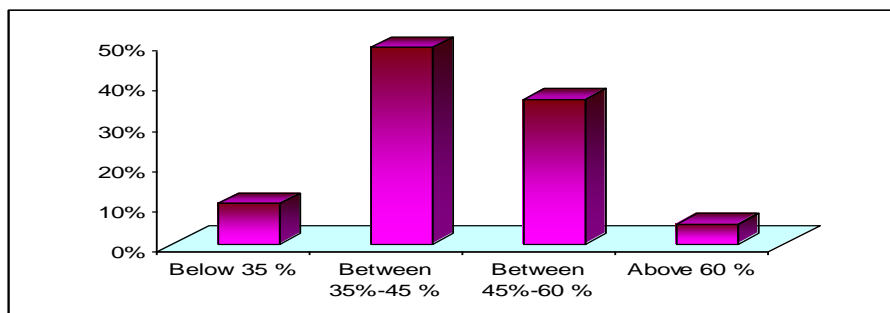
RESULTS

Learning Levels in Mathematics:

Table – 1: Percentage distribution of children’s status of learning in mathematics

Number of Students	Learning Levels in Mathematics			
	Below 35 %	Between 35%-45 %	Between 45%-60 %	Above 60 %
120	10 %	49 %	36 %	5 %

Chart: 1: Percentage distribution of children’s status of learning in mathematics



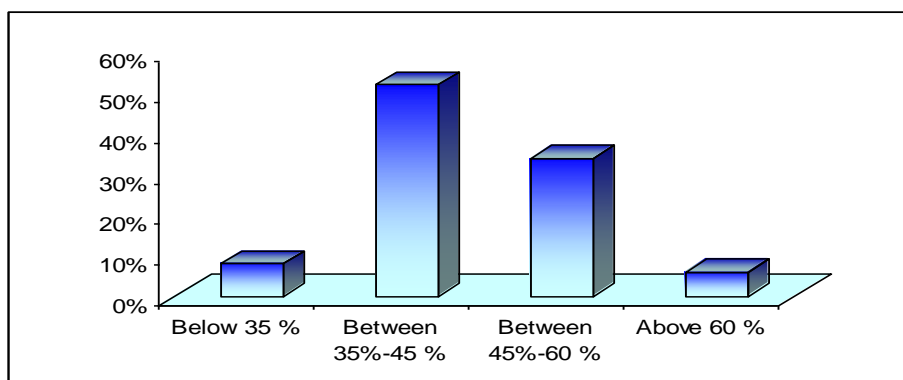
Results shows that 10% of children have scored below 35% on the mathematics achievement test, 49% of children have scored between 35% and 45% on the mathematics achievement test, 36% children have scored between 45% and 60% on the mathematics achievement test and only 5% of the children have scored above 60% on the mathematics achievement test.

Learning Level in Kannada Language:

Table – 2: Percentage distribution of children’s status of learning in Kannada language

Number of Students	Learning Levels in Kannada			
	Below 35%	Between 35%-45%	Between 45%-60%	Above 60%
120	8%	52%	34%	6%

Chart – 2: Percentage distribution of children’s status of learning in Kannada language



Results shows that 8% of children have scored below 35% on the Kannada (Language) achievement test, 52% of children have scored between 35% and 45% on the Kannada (Language) achievement test, 34% have scored between 45% and 60% on the Kannada

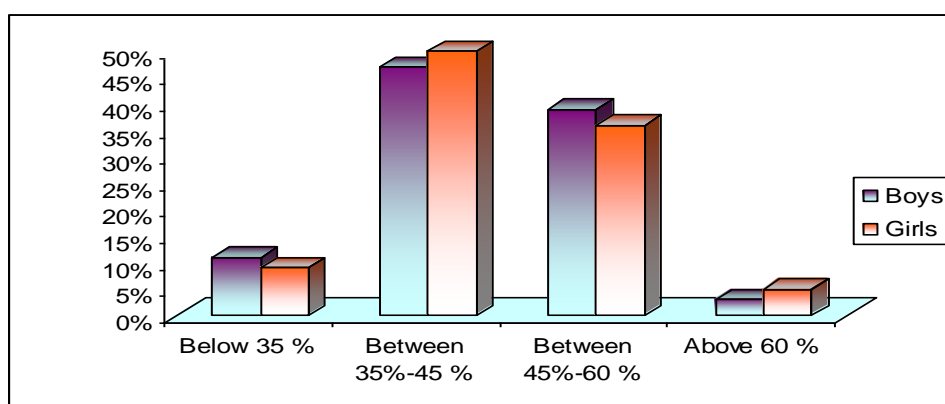
(Language) achievement test and only 6% of the children have scored above 60% on the Kannada (Language) achievement test.

Gender Wise Status of Learning in Mathematics:

Table – 3: Percentage distribution of gender wise status of learning in mathematics

Gender wise Learning Levels in Kannada					
Gender	Total	Below 35%	Between 35%-45 %	Between 45%-60 %	Above 60%
Boys	86	11%	47%	39%	3%
Girls	34	9%	50%	36%	5%

Chart – 3: Percentage distribution of gender wise status of learning in mathematics



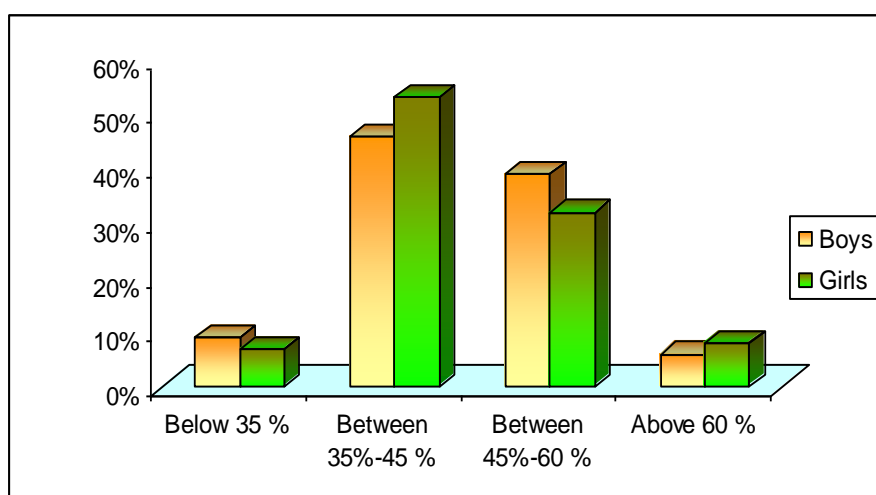
Above table and chart indicates gender wise learning levels in the mathematics achievement test, in case of boys, 11% percent of children have scored below 35% percent on the mathematics achievement test, 46% percent of children have scored between 35% percent and 45% percent on the mathematics achievement test, 39% percent have scored between 45% percent and 60% percent on the mathematics achievement test and only 4% percent of the children have scored above 60% percent on the mathematics achievement test. On the other hand, the learning achievement of girls, 9% percent of children have scored below 35% percent on the mathematics achievement test, 50%percent of children have scored between 35% percent and 45% percent on the mathematics achievement test, 36% percent have scored between 45% percent and 60% percent on the mathematics achievement test and only 5% percent of the children have scored above 60% percent on the mathematics achievement test.

Gender Wise Status of Learning in Kannada (Language):

Table – 4: Percentage distribution of gender wise status of learning in Kannada language

Gender wise Learning Levels in Kannada					
Gender	Total	Below 35%	Between 35%-45 %	Between 45%-60 %	Above 60%
Boys	76	9%	46%	39%	6%
Girls	44	7%	53%	32%	8%

Chart – 4: Percentage distribution of gender wise status of learning in Kannada language



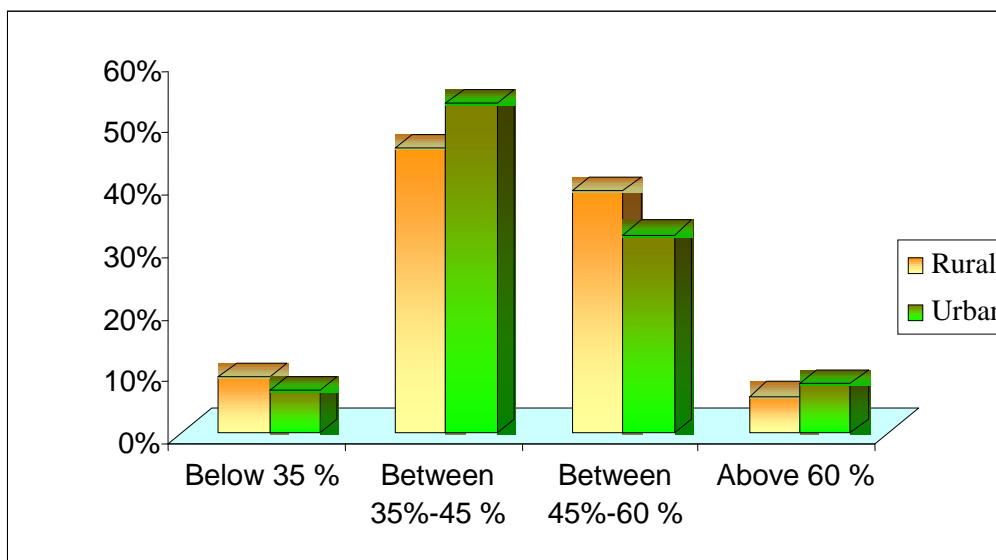
Above table and chart reveals gender wise learning levels in the Kannada (Language) achievement test. In case of boys, 9% percent of children have scored below 35% percent in the Kannada (Language) achievement test, 46% percent of children have scored between 35% percent and 45% percent in the Kannada (Language) achievement test, 39% percent have scored between 45% percent and 60% percent in the Kannada (Language) achievement test and only 6% percent of the children have scored above 60% percent in the Kannada (Language) achievement test. On the other hand, in case of girls, 7% percent of children have scored below 35% percent in the Kannada (Language) achievement test, 53% percent of children have scored between 35% percent and 45% percent in the Kannada (Language) achievement test, 32% percent have scored between 45% percent and 60% percent in the Kannada (Language) achievement test and only 8% percent of the children have scored above 60% percent in the Kannada (Language) achievement test.

Area Wise Status of Learning in Mathematics:

Table – 5 : Percentage distribution of Area wise status of learning in mathematics

Area wise Learning Levels in Kannada					
Gender	Total	Below 35%	Between 35%-45 %	Between 45%-60 %	Above 60%
Urban	65	5%	53%	35%	7%
Rural	55	10%	47%	40%	3%

Chart – 5: Percentage distribution of Area wise status of learning in mathematics



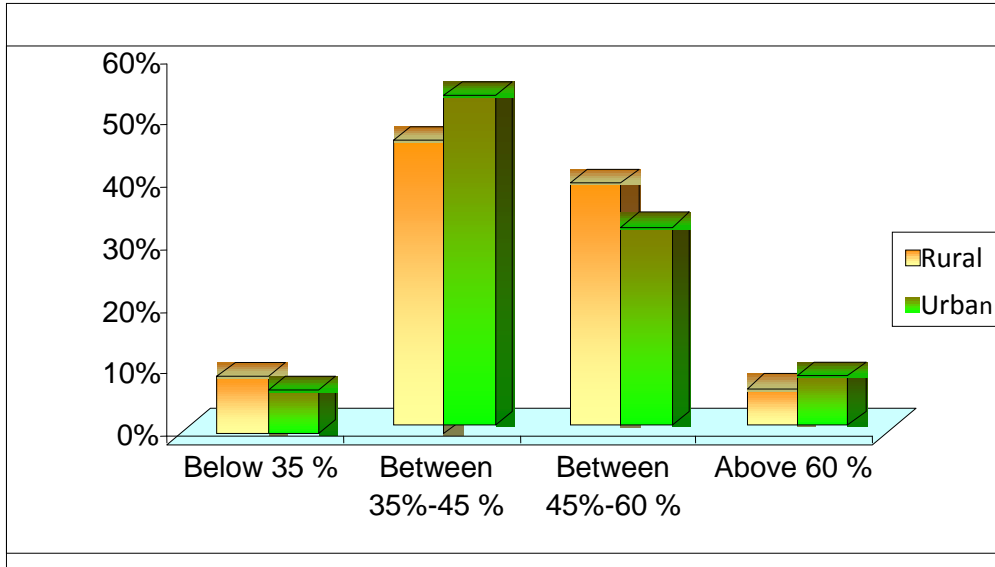
Above table and chart indicates area wise learning levels in the mathematics achievement test, in case of urban area, 5% percent of children have scored below 35% percent on the mathematics achievement test, 53% percent of children have scored between 35% percent and 45% percent on the mathematics achievement test, 35% percent have scored between 45% percent and 60% percent on the mathematics achievement test and only 7% percent of the children have scored above 60% percent on the mathematics achievement test. On the other hand, the learning achievement of children in rural areas, 10% percent of children have scored below 35% percent on the mathematics achievement test, 47% percent of children have scored between 35% percent and 45% percent on the mathematics achievement test, 40% percent have scored between 45% percent and 60% percent on the mathematics achievement test and only 3% percent of the children have scored above 60% percent on the mathematics achievement test.

Area Wise Status of Learning in Kannada (Language):

Table – 6: Percentage distribution of gender wise status of learning in Kannada language

Area wise Learning Levels in Kannada					
Area	Total	Below 35%	Between 35%-45 %	Between 45%-60 %	Above 60%
Urban	70	9%	46%	39%	6%
Rural	50	17%	48%	30%	5%

Chart –6: Percentage distribution of Area wise status of learning in Kannada language



Above table and chart reveals area wise learning levels in the Kannada (Language) achievement test. In case of urban areas, 9% percent of children have scored below 35% percent in the Kannada (Language) achievement test, 46% percent of children have scored between 35% percent and 45% percent in the Kannada (Language) achievement test, 39% percent have scored between 45% percent and 60% percent in the Kannada (Language) achievement test and only 6% percent of the children have scored above 60% percent in the Kannada (Language) achievement test.

On the other hand, in case of rural areas, 17% percent of children have scored below 35% percent in the Kannada (Language) achievement test, 48% percent of children have scored between 35% percent and 45% percent in the Kannada (Language) achievement test, 30% percent have scored between 45% percent and 60% percent in the Kannada (Language) achievement test and only 5% percent of the children have scored above 60% percent in the Kannada (Language) achievement test.

CONCLUSION AND IMPLICATION:

The finding of the study can be concluded that the children have Low academic achievement levels in the mathematics and Kannada (Language). Majority of children face problem in

reading and writing also have problems in dealing with basic mathematical operations. No gender gap in learning levels both in mathematics and Kannada (Language) has been found out. However there is no significant difference in case of locale of the school. The study concludes that the quality of education in India extremely poor. It is obvious that the basic foundation of primary education is weak and the students who enrolled in school have poor and weak access to basic skills and knowledge at lower primary and upper primary stage. The Right to Education Act 2009 provides that no child shall be held back, expelled, or required to pass a board examination until the completion of elementary education. By keeping in mind the children automatically promoted from one grade to another grade without being failure or repeating a class. This create a condition that a large majority of children lacks the mastery over the basic skills like; reading, writing and arithmetic operations, and ultimately they will lack the relevant productive skills and knowledge that will be helpful in their lifelong learning. Majority of the children are first generation learners. The educational status of both parents is known to have a positive impact on the schooling of children both boys as well as girls. Jha and Jhingran(2002, p. 62) study found the important influence exerted by literacy levels of parents on schooling of children. About 80.5% of households with both parents literate had all children in school, as against only 44.2% with illiterate parents. Very less effective instructional time available for teaching learning processes. In almost all education systems, government authorities mandate a certain number of years and a set quantity of hours per year during which pupils are required to be in school and engaged in classroom learning. The organization of school time is the object of sustained attention by educational officials. Especially important are decisions regarding how this time should be distributed in light of general educational objectives and specific curricular goals (Amadio et al., 2004,p.46). A widely held assumption in the research literature concerns the impact of instructional time on pupil learning (Smyth, 1985, p. 18, and Millot, 1995, p. 33). Simply stated, the more time that educational authorities require that pupils be present in classrooms, the greater the chances of positive time effects on desired learning outcomes (e.g., knowledge acquired, skills mastered, values and attitudes internalized). Pupil achievement increases when students are given greater opportunities to learn, especially when ‘engaged learning time’ is maximized. Although some studies raise doubts about the learning effects of more instructional time (e.g., Karweit, 1978,p. 52; Anderson, 1984, p. 94; Demfer, 1987, p.39), the presumed positive benefits of instructional time have considerable currency among international and national policy makers.

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