

# Communication Proficiency Skills In Relation To Cumulative Learning Deficit Among The Elementary School Students In Papumpare District Of Arunachal Pradesh

Ms Elora Swain<sup>1\*</sup>, Prof. Elizabeth Hangsing<sup>2</sup>, Ms Dilima Siga<sup>3</sup>

<sup>1\*</sup>Ph.D., Research Scholar, Department of Education, Rajiv Gandhi University, A.P. India

<sup>2</sup>Professor, Department of Education, Rajiv Gandhi University, A.P. India

<sup>3</sup>Ph.D., Research Scholar, Department of Education Rajiv Gandhi University, A.P. India

## Abstract

Elementary education is the core foundation of students' learning and the lack of clarity of rudimentary concepts in their early days of schooling hinders their whole academic journey. This research paper examines the communication proficiency skills in the English language among class VIII students at Elementary Level. The method used in the present study is descriptive- cum- survey method so far as the sampling technique is concerned. The Multi- Stage sampling strategy by selecting 14 Elementary Schools on the basis the investigators used a random sampling technique from 4 blocks out of 15 blocks of Papumpare District. The researchers have used self- developed a standardized tool to collect data. The statistical analysis of Mean, S.D., and t- test were used to analyze the data. The findings revealed that the female Class -VIII students in terms of gender and Private Elementary Schools in terms of management were more competent enough in communication skills in English Language. In the present paper, the authors highlighted the findings in relation to Cumulative Learning Deficit in terms of Communication Proficiency Skills along with some educational implications being mentioned ahead.

**Keywords:** Communication Proficiency Skill, Cumulative Learning Deficits, Elementary School

## I. INTRODUCTION

We know that school is the place where the child's most crucial learning takes place without which all the aspects of their development hamper. As per the reports of UNICEF, over 600 million of children have not properly reached the minimum proficiency levels in basic language comprehension due to which there has been a situation of Global Learning Crisis in overall foundational skills (UNICEF, 2020). Despite the achievement of Universalization of Primary Education with high rate of enrolment in the schools, 53% of the children in under- developed and developing countries like India still reeling under the inefficiency of basic proficiency of 3R's (UNICEF, 2020).

Learning crisis is mounting despite technological advancement and there are various reasons could be because of unpreparedness to learning while arriving to schools, lack of motivational skills among the teachers, gaps between inputs and classroom to affect learning, poor school management and many more.

An American Psychologist, Robert M. Gagne who introduced the concept of cumulative learning in 1968 emphasized the importance of prior learning and acquired knowledge in building new sets of learning at cognitive level. It was highlighted that decreased level of performance in the test were presupposed as the cumulative learning deficits (Anglin & Dick, 2003).

Language barrier often brings poor comprehension hence leading towards poor learning outcome as well. It is through language, the learners can access content, ideas that assists in the ways of their thinking skills (Cambridge Principles into Practice : Languages Guide for Schools, n.d.). Moreover, according to the research studies it is also found that students who are not proficient to read during grade level are more four times more likely to in graduate levels of studies. In this concern, English language as communication is widely being used everywhere especially in all the educational institutions. It has been sought to be very essential along with other regional languages for teaching, communicating both in reading and writing. This paper highlights the communication proficiency skills in the context of cumulative learning deficits to make vital assessment of the learning crisis among the elementary students so to bring light in present context of learning crisis.

## II. OBJECTIVES OF THE STUDY

The Objectives of the Study were;

1. To assess the Communication Proficiency Skills among Class VIII Male and Female Elementary School Students in Papumpare District, Arunachal Pradesh.
2. To find out the Communication Proficiency Skills among Private and Govt. Class VIII Elementary School Students in Papumpare District, Arunachal Pradesh.

## III. HYPOTHESES OF THE STUDY

Following are the hypotheses of the study given below;

1. There is no significant difference in the Communication Proficiency Skills between Class VIII Male and Female Elementary School Students in Papumpare District, Arunachal Pradesh.
2. There is no significant difference in the Communication Proficiency Skills between Govt. and Private Class VIII Elementary School Students in Papumpare District, Arunachal Pradesh.

## IV. METHODOLOGY

Following are the methodology chosen to fulfil the research objectives;

### • METHOD

The researchers have adopted Descriptive cum survey method to find out the Communication Proficiency Skills in English language among Class VIII Elementary School Students.

### • POPULATION

The population in this research paper consisted of 100 Class VIII Elementary School Students wherein 45 students were from 6 Schools of Doimukh block namely Govt. Secondary School, RGU campus, Govt. Higher Secondary School (Elementary Section), Govt. Upper Primary School, Amba, Alphabet

Girls’ Residential School, St. Samuel International School and New Galaxy Academy School respectively. 5 students were from Govt. Upper Primary School, Emchi of Gumto block. Another 30 Students were from Govt. Middle School, Lekhi, Govt. Middle School, Barapani, Royal International School and Good Shepherd School of Naharlagun block. More so, remaining 20 students were from 3 Schools of Itanagar block namely JNK Public School Primary Section, Kendriya Vidyalaya School and Govt. Upper Primary School.

• **SAMPLE AND SAMPLING**

The sample were collected using Multi- Stage Sampling and Random Sampling Strategy by taking 14 Elementary Schools from 4 blocks of Papumpare District namely, Doimukh, Gumto, Naharlagun and Itanagar block respectively (wherein District of Papumpare consisted of 15 CD blocks). The sample has 100 numbers of Class VIII students categorized in terms of Gender and in the types of Management of the study.

• **TOOL USED**

A self- developed diagnostic tool on “**Cumulative Learning Deficit (CLD) among the Elementary School Students in English**” was used which was exclusively designed for Class VIII students wherein it consisted of ten (11) questions related to communication proficiency skills based on which the marks were assigned according to the nature of question.

**V. DATA ANALYSIS**

The data were systematically analyzed using statistical technique of Mean, Standard Deviation and t- test.

**VI. RESULTS AND DISCUSSION**

**Objective I:** To assess the Communication Proficiency Skills between Class VIII Male and Female Elementary School Students in Papumpare District, Arunachal Pradesh.

**Hypothesis I:** There is no significant difference in the Communication Proficiency Skills between Class VIII Male and Female Elementary School Students in Papumpare District, Arunachal Pradesh.

**Table No. I: Assessment between Class VIII Male and Female Elementary School Students.**

Gender	N	M	S.D.	SE <sub>D</sub>	df	Calculated t- value	Table t- value	Remark
Male	43	22.70	6.46	1.617	98	2.6925	1.98 at 0.05 level	<b>P&gt;1.98 significant</b>
Female	57	27.05	8.99					

## VII. INTERPRETATION OF THE DATA

The **Table No. 1** shows that the calculated t- value came out to be 2.6925 and Table t- value as 1.98 at 0.05 level of significance with df 98. Since, the calculated t- value is 2.6925 which is greater than the table t- value of 1.98 at 95% of significance. Hence, the null hypothesis, **“There is no significant difference in the Communication Proficiency Skills between Class VIII Male and Female Elementary School Students in Papumpare District, Arunachal Pradesh”** is rejected. This explains also that the Communication Skills between Class VIII Male and Female Elementary School Students show favourable and do carry differences in terms of gender. However, so far the mean score is concerned Female Class VIII Elementary Students are found to be more proficient enough in Communication Skills than Male Class Students wherein the score shows for female students as 27.05 and 22.70 for male students respectively.

**Objective II:** To find out the Communication Proficiency Skills between Private and Govt. Class VIII Elementary School Students in Papumpare District, Arunachal Pradesh.

**Hypothesis II:** There is no significant difference in the Communication Proficiency Skills between Govt. and Private Class VIII Elementary School Students in Papumpare District, Arunachal Pradesh.

**Table No. II: Comparison between Class VIII Govt. and Private Elementary Schools Students.**

Gender	N	M	S.D.	SE <sub>D</sub>	df	Calculated t- value	Table t- value	Remark
Private	47	28.26	7.33	1.548	98	3.8776	1.98 at 0.05 level	<b>P&gt;1.98 significant</b>
Govt.	53	22.36	8.06					

## INTERPRETATION OF THE DATA

The **Table No. II** shows that the calculated t- value came out to be 3.8776 and Table t- value as 1.98 at 0.05 level of significance with df 98. Since, the calculated t- value is 3.8776 which is greater than the table t- value of 1.98 at 95% of significance. Hence, the null hypothesis, **“There is no significant difference in the Communication Proficiency Skills between Govt. and Private Class VIII Elementary School Students in Papumpare District, Arunachal Pradesh”** is rejected. Moreover, the Communication Skills between Class VIII Govt. and Private Elementary School Students show favourable but do carry differences institutionally. In this concern, the mean score of Private Class VIII Elementary School Students are found to be much more proficient enough in Communication Skills than Govt. Class VIII Elementary School Students wherein the score shows for Private Schools as 28.26 and 22.36 for Govt. Schools respectively.

## VIII. DISCUSSION OF THE STUDY

The discussion made in this section is based upon the interpretation done on the above tables to justify the set objectives.

This paper intends to find out the Communication Proficiency Skills among the Class VIII Students of Elementary level. The findings of the first objective in assessing the Communication Proficiency Skills between Male and Female Elementary Students were found to be favourable and acknowledged somewhat similar responses in their Communication Proficiency Level. Despite, there have been some visible differences of response in average score between female and male Class VIII students wherein female were shown more competent in communication skills than male students as many of the students though acquainted with the English literature yet the reason of differences possibly could be the errors in grammar their spoken and written communication which were not properly met in their foundational level. This study is supported by **(Riyaz, 2014)** where the researcher found the female students better in English language proficiency than male students. In this context, the reason could be that the female students are more creative and expressive in using language whereas male students are often directive in their use of languages as this explanation is supported in the findings of **(Wahyuningsih, 2018)**.

Besides, in the second objective of comparison between private and Govt. Schools in Communication Proficiency Skills the findings revealed huge differences between the types of schools wherein the study is supported in the findings of **(Riyaz, 2014; Sharma & Chawla, 2013)**. The reason could be that the govt. Schools do not have enough access to infrastructure facility like most of the private schools as reaching up for resources availability is far easier to receive than govt. schools. Besides, the teachers though highly qualified yet poor in skills than the private teachers due to lack in motivation and stimulation to challenge their ability every now and then through the available resources at hands despite, ones in a while organizing the training and workshop, again this is supported by **(Muzamil, 2017)**.

## IX. EDUCATIONAL IMPLICATION

This piece of research paper through its small effort have tried to highlight the present issue of foundational language learning skills that prevailed at elementary level in the context of Cumulative Learning Deficits.

- It's a wakeup call for all the stakeholders to pay immense attention towards the foundational learning especially in English Learning Skills which is one of the trendiest issue in the global front.
- Through the findings it is revealed that equal attention among the students along with equal exercise of innovative strategies need to be employed in improving communication skills wherein activities such as focusing on grammatical learning and various English skills such as listening, speaking, reading and writing to be made experiential in the classroom.
- During the study it was also found that teachers were not using proper teaching- learning materials/aids except the use of textbooks. Hence, the paper can highlight among the concerned authority to arrange stimulating workshops, refresher courses, itinerant personnel to enlighten the minds of the elementary teachers.

- The findings also will assist in understanding the nature of teaching- learning process and various other aspects and challenges faced in private and govt. elementary schools for which the need of working collaboratively towards enhanced foundational learning will be highlighted.

## **X. CONCLUSION**

The study concludes that the Female Elementary students have more favourable Communication Proficiency Skills than Male Elementary Students. In this concern, despite the equal attention given to both the genders of student, there's still seems lacuna in skills acquisition particularly among male students. Therefore, the need to make an extra improvement and attention in the part of Male student by concerned teachers and authority responsible is very prevalent. Moreover, timely supervision and insightful drill should be emphasized in the Govt. run Schools especially in the Early Childhood Care Education so that during the exit of Elementary Stage both the genders would be equally avail the foundational learning in English language and Communication.

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