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Study to Examine the Relationship between English Language Proficiency and English Achievement of Secondary School Students of the Eastern Zone of Arunachal Pradesh

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ABSTRACT: In the linguistically and culturally plural settings of India, English often acts as the lingua franca among people of different dialects. In the present context, English is playing a vital role in facilitating the exchange of social, educational, and administrative information among people from different regional languages. Arunachal Pradesh, one of the largest states area-wise in Northeast India, has also introduced English language teaching as a compulsory subject for all secondary-grade students. Proficiency in English in its true sense is when an English language learner communicates information, ideas, and concepts proficiently in their personal and academic success. Since the students study English as one of the subjects, their proficiency is somehow compromised. This is more applicable to the rural areas. The current study aims to examine the relationship between English language proficiency and English achievement of secondary school students of the eastern zone of Arunachal Pradesh with reference to different demographic variables. The data were collected from 341 secondary school students of the Eastern zone, i.e., the Lower Dibang Valley, Namsai, Lohit, and Changlang districts of Arunachal Pradesh (affiliated with C.B.S.E., New Delhi); both government and private management were drawn for the present study. The data was analysed through descriptive statistics and correlation analysis; the results indicate that there is no relation/weak correlation between English proficiency and English achievement.

KEYWORDS: *English Language Proficiency, English Achievement, Secondary School Students, Demographic Variables, Eastern Zone, Skills in English Language*

I. INTRODUCTION

Language has been an integral part of human growth and civilization. The essence of a human being lies in its communicative nature. This particular characteristic of language makes it the source of knowledge and acts as an instrument for the development of civilization. Language skills like listening, speaking, reading, and writing are essential for their proficiency and communication. The National Education Policy (NEP 2020) has advocated that the medium of instruction should be in the home language/mother tongue/local language/regional language. The policy doesn't talk about shedding the English language; instead, it emphasizes the importance of multilingualism, which has great cognitive benefits for young children. In the present era, English is the most spoken non-native language in India. English has been taught in India in varied aspects: English as a foreign language and English as a second language. From schools to universities, learner learns the English language till they are absorbed in jobs. During this period, there is a tussle between learning English as a subject and as a language, which gives rise to confusion in learning English as a subject and as a skill.

In the present era, the English language is used as a medium of instruction in many schools and higher institutions in a number of countries, including India. English as a means to communicate academia: the predictive power of English language proficiency for English achievement is widely acknowledged by several studies (Kumar, 2014; Aina et al., 2013; Xu, 1991; Alltadad et al., 2004). Candlin et al. (2002) equate learners' achievement with their English language proficiency, saying learners are as good as their English language ability. Books and Adams (2002) explain that many



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scholars would question whether non-English background students have adequate English language proficiency and appropriate learning styles to undertake their further studies. This shows that lack of English language proficiency is one of the causes for the problem faced by second language learners in achieving better results in subjects that are being taught in the English language. However, that doesn't mean there is always a positive correlation between English language proficiency and academic achievement. There are findings (Getachew et al., 2018) that reported the absence of statistically positive but not significant with their overall academic achievement.

II. PROFICIENCY AND ACHIEVEMENT IN ENGLISH

As for English language proficiency, most writers view it as the ability of an individual to communicate effectively in the English language. Kern (2000) developed a broad conceptual framework for understanding language proficiency, which includes three dimensions of academic literacy: linguistics, cognitive, and sociocultural. To be proficient in a language requires knowledge and skills using the linguistic components. It also requires background knowledge, critical thinking, and metacognitive skills, as well as understanding and applying cultural nuances, beliefs, and practices in context. However, being proficient in a language requires skills in using it appropriately for language domains—listening, speaking, reading, and writing—for a variety of purposes in a variety of situations with a variety of audiences. Likewise, Bachman (1990) defines it as the language ability or ability in language use. Maleki and Zangani (2007) also state that the term 'proficiency' refers to the examinee's ability in a particular area of competency to determine the extent to which they can function in a real language use situation. In countries like India, where the English language is used as a medium of instruction, language barriers are among the main factors for students' failure in academic achievement. In support of that claim are the views of Dev and Qiquieh, "the language barrier is considered as one of the challenges for them, especially in providing themselves and achieving high scores in academic institutions" (2016). In line with the above view, Gorman (1970) argues that students with poor English language have difficulties in understanding the lessons of their teachers. That is because "English prepares students for meaningful instructions and academic achievement of their class subjects taught using the English language (Kang et. al. 2012).

It can be more challenging to evaluate English language learners who received language support services than to assess proficient English-speaking pupils. This requires confirmation of language aptitude and academic development, where language aptitude includes listening, speaking, reading, and writing. Further, Bachman and Palmer's (1996) model of language ability speaks about important dimensions of English language proficiency.

1. Linguistic Dimensions (Grammatical)—This taps into 'knowledge of lexical items and of rules of morphology, syntax, sentence, grammar semantics, and phonology' (Canale & Swain, 1980).
2. Sociolinguistic Dimensions—This addresses the extent to which utterances are produced and understood appropriately in different sociolinguistic contexts, depending on the contextual factors such as the status of participants, the purposes of interaction, and norms and conventions of interactions (Canale, 1983).
3. Discourse Dimension—This is related to 'unity of a text that is achieved through cohesion' and refers to how proportional context in utterances and statements is linked textually through pronouns, synonyms, and other signposting devices. Cohesion refers to the relationship between different meanings that hold together for the interlocutor (Halliday and Hasan, 1976).
4. Strategic Dimension – This is directly concerned with learner language use. It deals with the learning and effective use of verbal and nonverbal communication strategies that may be called into action for two reasons: (a) to compensate for breakdowns in communication (e.g., momentary inability to recall an idea or grammatical form) or due to insufficient competence in one or the other competence above and (b) to enhance the effectiveness of communication (e.g., deliberate slow and soft speech for rhetorical effect). Canale (1983).

According to Chomsky (1965), language competency is the knowledge of a language that both the speaker and the listener share. Language competency is the ability to communicate in a foreign language; linguistics is universal to all civilizations and is unaffected by inattention, memory problems, diversions, or faults. Chomsky's concept of universal grammar (U.G.) stresses that language is complex for individuals to develop and understand based on the naturalness of language use. Chomsky (1965) distinguished between language skills and language abilities, the latter distinct from the former, prompting Hymes (1967) to doubt Chomsky's thesis. Language performance, such as language ability, is vital to language testing, he said, because language skills and the study of language performance are intertwined. According to Canal and Swain (1980), no feature is more significant than the others, and both have been valued since the beginning of the target language learning process. Language or grammatical ability, sociolinguistic ability, strategic



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ability, and speech ability were all used to characterize communication aptitude (Canale, 1983). According to Canale and Swain (1980, 1981), linguistic or grammatical competence refers to a speaker's comprehension of syntax (grammatical rules), semantics (the study of the link between words and their related meanings), and grammar (the study of linguistics). When learning a second language, experts believe that suitable and meaningful communication is required.

III. ENGLISH LANGUAGE ISSUES AND MEDIUM OF INSTRUCTION IN ARUNACHAL PRADESH

In terms of multilingualism in Arunachal Pradesh, approximately 26 major tribes and more than 100 subtribes speak their own distinct dialects. In this regard, teachers serve as mediators in supporting students in bridging the familiar and unknown gaps. With regard to professionalism in teaching and learning the English language, Arunachal is yet to reach the national level of expertise, especially in rural areas. Knowledge and proficiency in English and the ability to disseminate the true essence of language teaching and learning are still missing. Many scholars claimed that teachers themselves use the translation method in their teaching, while students also cannot rightfully articulate their ideas in English. The English language is being communicated in Hindi translation, which poses a major setback in the present context. There is a huge gap between the input of the teacher and the output of the students in relevant language. The English language is holding a respectable position in the school curriculum of Arunachal Pradesh. There were only a limited number of written local languages apart from the Tai Khamptis of Namsai district, which had their own script. As enshrined in NEP2020, "Wherever possible, the medium of instruction until at least Grade 5, but probably Grade 8 and beyond, will be the home language/mother tongue/local language/regional language." Multilingualism should be the priority, as every language has its own unique sounds and structure, and to preserve and promote it is the sole responsibility of every citizen. Keeping in view the recommendation of NEP2020, the State Council of Educational Research and Training (SCERT) has been entrusted with the responsibility of publishing the mother tongue language textbooks in the state of Arunachal Pradesh. As a roadmap implementation of the vision of NEP 2020, the state has also initiated the development of alphabets/scripts by using Modified Roman Script (MRS) in 2021, under the chief mentorship of Mrs. Soumya Saurabh, IAS, Special Secretary, Elementary Education, Government of Arunachal Pradesh. In view of the above, government-initiated local dialects/languages in written form were prepared; for example, Tagin, Nyisi, Galo, Apatani, and Adi, etc., were prepared by respective community-based organizations or the intellectual persons of the respective tribes. Accordingly, textbooks for classes VI to VIII were prepared, and they began to teach them in selected areas, also providing training to respective teachers who are going to teach the third language. At par with the English education in the state, the development of local languages gives rise to multilingualism and culturally diverse learners. In Arunachal Pradesh, 96.9 per cent of schools are in rural areas. In rural Arunachal, while English is the official medium of instruction, the actual language used in classrooms is often a blend of Hindi and local dialects. This reflects a complex linguistic situation where English is the official language, but Hindi and various tribal languages serve as practical mediums of communication. In this situation, high dependency on Hindi and local dialects in the classroom, coupled with the lack of a proper English-speaking environment, gives rise to low English language proficiency for the students.

IV. LITERATURE REVIEW

Examining the relationship between English language proficiency and English achievement has paramount importance in devising mechanisms to help students become proficient in the language and succeed in their academic careers. As per the current trends in the research areas, literature on the relationship between students' English language proficiency and achievement in the English subject is scarce in the Arunachal Pradesh context. The intent of this study was thus to fill the gap. As mentioned earlier, there is no empirical evidence that shows the relationship between English language proficiency and students' achievement in English, as far as the knowledge of researcher is concerned. In the Arunachal Pradesh context, where the English language is used as a medium of instruction, determining the relationship between the two variables is very important but has not yet been addressed in the local context. That was one of the gaps that motivated the initiation of the present study. Another source of motivation for conducting this study was the inconclusive empirical evidence of the studies conducted so far on the issues. A study conducted by Nerry et al. (2000), for example, found no statistically significant relationship between English language proficiency and academic achievement. On the contrary, some scholars argued that students with good English language proficiency have good academic achievement; for example, a study by Sahragard & Bahardo (2009) on Iranian university students majoring in English language and literature found that students who are more competent in the English language are more successful in their academic achievement. This implies that examining the relationship between English language



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proficiency and English achievement is likely to be threefold. Firstly, it adds something to the stock of existing knowledge on the problems; secondly, it helps in identifying the students' level of proficiency; and lastly, it has practical implications for the teaching and learning of the English language in Arunachal Pradesh.

In a culturally and linguistically rich setting like Arunachal Pradesh, it becomes much more relevant for the learners as well as the teachers to look for a support system that is linguistically embedded. According to Genzalez et al. (2005) and Baranet et al. (2005), "classroom teaching and evaluation adapt to the cultural value system of the surrounding communities and represent their knowledge groups." While studying students' attitude towards English language learning, Aruvadha (2017) finds having a positive attitude towards English language learning, students' proficiency level, and their ability to understand their own cultural setting are crucial to their academic success. Miranotes, et al. (2011), "When teachers induce intricate language, culture, and circumstance interactions and make judgements within a clear theoretical framework, schools make a big and real difference for children." Students' interest in learning English in the classroom setting would be a greater predictor of their success in academic achievement. If they learn without feeling pressure and burdened by understanding the beauty and essence of the English language, it can be another predictor of their future success. Likewise, language acquisition is a natural and unconscious process, while language learning is a conscious and intentional process that is structured and learned in formal classroom settings. In the case of the mother tongue, the former helps the learner without having a burden of learning, and in the case of the English language, the latter provides a sense of rigidity to learn the language. But it is a fact that neither of the processes is best; while learning the English language, both methods are suggested. In terms of school environment, an academically diverse setting includes the idea that diversity pervades the classroom, with teachers responsible for ensuring that students' language is reflected in everyday instructions. Learning resources that students use in the classroom should be up-to-date, integrated, and inclusive, which suits the learning environment of the learners. While using the English language in the classroom, the learner should be a risk taker without fear of making mistakes, and the teacher should provide a loving and nurturing environment. In this situation, students will be more engaging and inspired to use the target language without feeling left out. So, the classroom communities promote language equality with support systems within their entities. There are a variety of challenges faced by students when taught in a second language at the secondary stage, as they are working on both understanding the concept and developing vocabulary to learn the language. This struggle leads to demotivation among students, ultimately affecting their academic performance (Shamim et al. 2019).

The problem of academic performance in relation to low English language proficiency has been reported in the literature through many studies conducted at school levels in countries like India and abroad. Rebecca M. Callahan (2005) stated that primary language instruction was held forth as a way to prevent students from falling behind academically while learning English. Presently, in the Arunachal Pradesh context, students who were considered weak in English are taught poorly, considering that they are academically weak, and consequently, they become weaker in due course. In this regard, the availability of trained and prepared teachers makes a difference in improving their overall academic performance. A study carried out by Debnath (2024) synthesizes existing literature on the factors affecting English language proficiency, especially among Indian secondary school students. Key themes explored include educational policies, socio-economic influences, teaching methodologies, assessment practices, and the impact of digital technologies on language learning outcomes. Genelza (2022) concluded a significant correlation between English language proficiency and academic achievement. Further suggested students look into other elements such as learning style, instructional methods, e-learning, and exposure to an English language learning environment that may influence academic success and English proficiency. In a study carried out by Teevbno et al. (2021) on the evaluation of the correlation between English language proficiency and students' performance in science subjects, it shows that there was a strong correlation between the two variables. Hyacint (2020), using Cummins' threshold hypothesis as a framework for distinguishing social instruments, carried out a relationship study between academic achievement and language proficiency; the result demonstrated there was a significant relationship between achievement and language proficiency. A study conducted by Getachew et al. (2018) in determining the relationship between English language proficiency and academic achievement of students shows that English language proficiency of the students has a positive but not significant relationship with their overall academic achievement. Wilson (2012) tries to develop a link between English language proficiency and academic performance. The result revealed that there is a weak positive relationship between English language proficiency and students' academic performance. The study also shows a significant relationship in the English subject, but not in other subjects.



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V. OBJECTIVES OF THE STUDY

1. To examine the levels of English language proficiency among the secondary school students of the Eastern Zone of Arunachal Pradesh with regard to the following demographic variables:
 - i. Locality: Rural and Urban
 - ii. Management: Government and Private
2. To find out the correlation between English language proficiency and English subject achievement among the secondary school students of the Eastern Zone of Arunachal Pradesh.

VI. HYPOTHESES OF THE STUDY

- Ho1. There is no significant difference between rural and urban in the level of English language proficiency among secondary school students of the Eastern Zone of Arunachal Pradesh.
- Ho2. There is no significant difference between government and private in the level of English language proficiency among secondary school students of the eastern zone of Arunachal Pradesh.
- Ho3. There is no correlation between English language proficiency and English achievement among the secondary school students of the Eastern zone of Arunachal Pradesh.

VII. METHODOLOGY

The descriptive cum survey method was employed for this study. The population of the study consists of all students in the 10th grade from government and private secondary schools of Eastern Zonal districts of Arunachal Pradesh. A sample of 341 students of 10th grade from government and private secondary schools of eastern zonal districts, i.e., Lower Dibang Valley, Namsai, Lohit, and Changlang of Arunachal Pradesh, was chosen for the current study using the simple random sampling method.

Research Tools:

- English Language Achievement Test (2018) by Dr. Abha Pandey
- English Language Proficiency Test (ELPT-MKDR) 2014 by Prof. K.S. Mishra and Dr. Ruchi Dubey

Demographic Profile of Participants:

The present study involved a total of 341 participants enrolled in secondary schools of four districts (Lower Dibang Valley, Namsai, Lohit, and Changlang). The demographic composition of the sample was categorized according to location (urban or rural) and management (government or private). This data was gathered through a standardized questionnaire administered to 10th-grade students. The demographic data provided a foundational understanding of the participants' educational contexts, thereby supporting a more accurate interpretation of the findings.

As shown in Table 1, the majority of participants, 248 students (72.7%), were from urban areas, while 93 students (27.3%) represented rural secondary schools. This distribution suggests that a significant portion of the respondents had access to educational institutions located in towns, where academic resources and learning opportunities are more available compared to rural. This inclusion of rural participants, however, ensured that the sample reflected a balanced cross-section of learners from diverse geographical backgrounds.

In terms of management type, 198 students (58.06%) were enrolled in government schools, whereas 143 students (41.94%) were enrolled in private schools. This representation indicates a relatively higher participation of government learners, which aligns with the overall distribution of school enrollment patterns in many parts of the region. Incorporating students from both government and private institutions allows the study to examine potential variations in educational experiences, resources, and outcomes across different school systems.



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Table 1. Demographic Profile of Participants

Sl.no.	Variables	Frequency	Percentage (%)
1	Urban	248	72.7%
2	Rural	93	27.3%
3	Govt.	198	58.06%
4	Pvt.	143	41.94%
Total	-	341	100%

VIII. ANALYSIS AND INTERPRETATION OF DATA

Objective 1. To examine the levels of proficiency in English among secondary school students of the Eastern zone of Arunachal Pradesh with reference to location (urban and rural)

Table 2: Represents the percentage of levels of proficiency in English (urban and rural)

Sl.no.	Level of proficiency	No. of Students Rural	Percentage % in Rural	No. of students Urban	Percentage % in Urban
1	Extremely proficient	0	0	3	1.2%
2	Highly proficient	5	5.38%	35	14.11%
3	Above Average proficiency	21	22.58%	49	19.75%
4	Average Proficiency	41	44.08%	65	26.2%
5	Below Average proficiency	26	27.96%	57	23%
6	Low proficiency	0	0	39	15.72%
7	Extremely low proficiency	0	0	0	0
Total		93	100%	248	100%

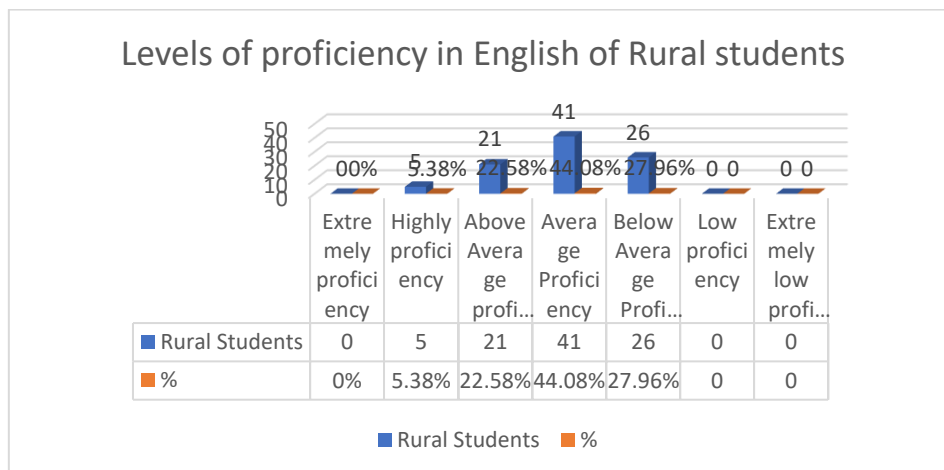


Figure 1. Represents different levels of proficiency in English of rural students



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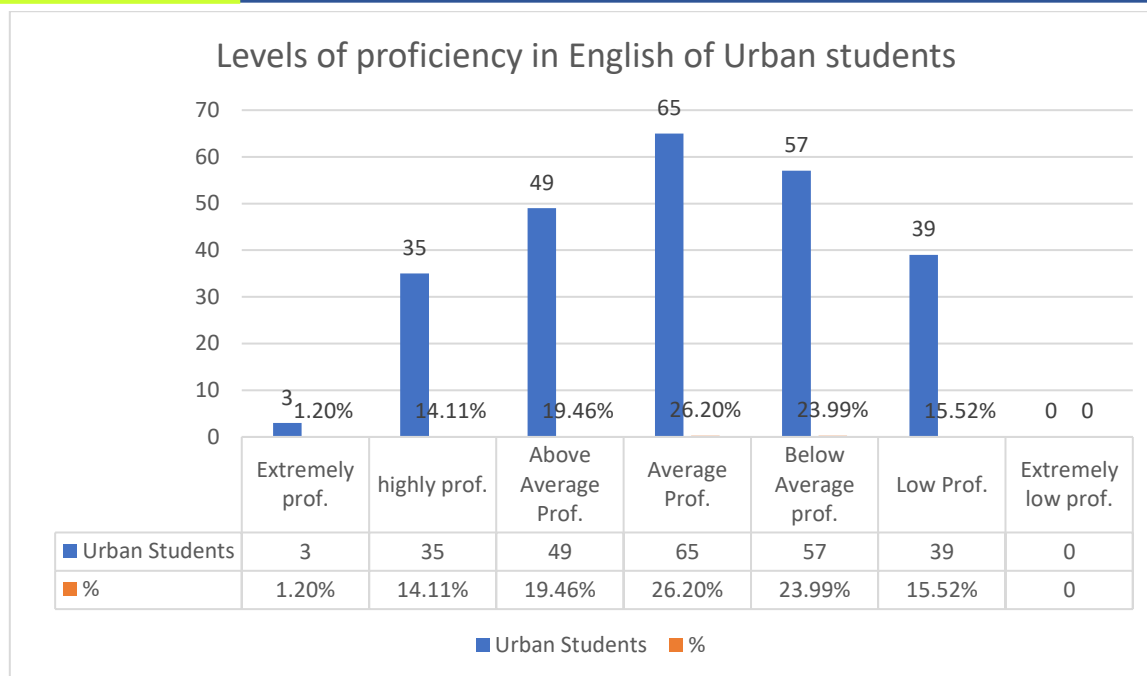


Figure 2. Represents different levels of proficiency of urban students

Table 2 and figures 1 and 2 represent the analysis of secondary school students' English proficiency levels across rural (N=93) and urban (N=248) areas, revealing clear location-based variation. The distribution of proficiency level indicates that the rural students reached the extremely proficient level. Overall, rural learners show limited representations in the higher proficiency categories, suggesting that the majority possess moderate to lower competence in English. In contrast, the urban students exhibit comparatively stronger performance. About one fourth of urban students (26.2%) fall under the Average Proficiency category, while substantial proportions are distributed across the higher proficiency levels: 14.11% in Higher Proficiency levels, 19.75% in Above Average, and 15.72% fall under lower proficiency. The urban group overall shows much higher representation in the upper proficiency bands than their rural counterparts.

H01: There is no significant difference in English language proficiency between rural and urban secondary school students of the Eastern Zone of Arunachal Pradesh..

In order to find out the differences in English language proficiency of secondary school students, an independent sample t-test is calculated as shown in Table 3.

Category	N	Mean	SD	SEd	DF	T-Value	T-Critical	Remarks
Rural	93	29.48	8.74	1.18	339	0.9	1.97	Not Significant
Urban	248	28.37	12.95					



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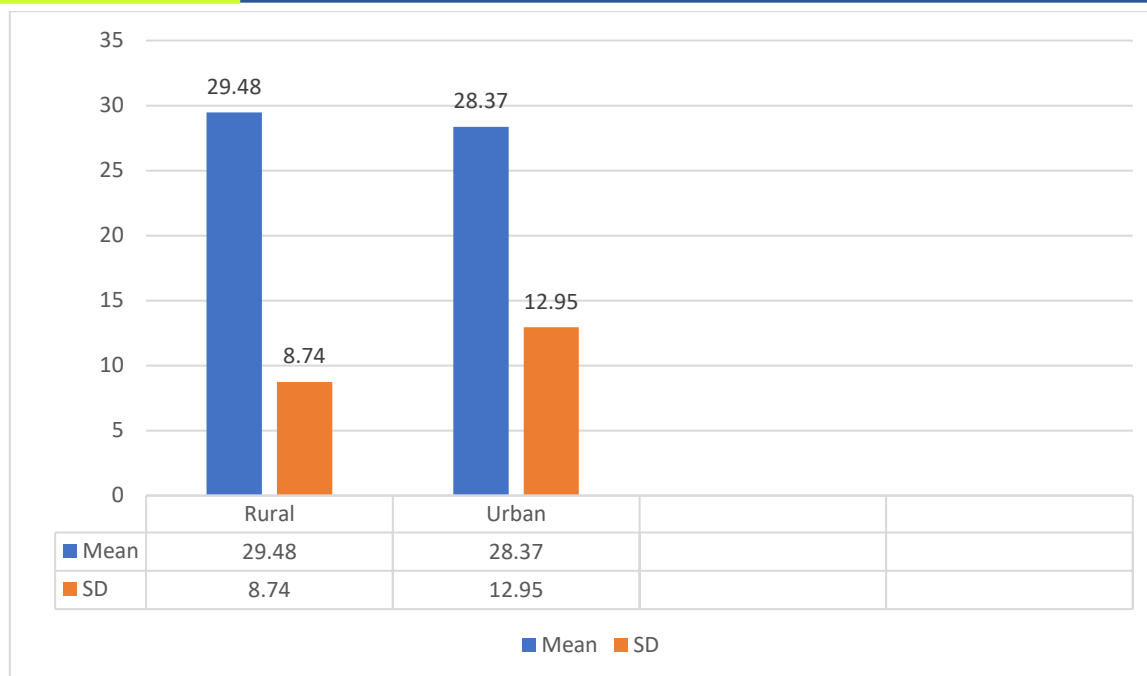


Figure 3. Represents differences in proficiency in English with regard to rural and urban

Table 3 and Figure 3 indicate that the mean scores of rural and urban secondary school students are 29.48 and 28.37, respectively. The standard error of the difference between the two means was 1.18. The obtained t- value (0.90) was lower than the critical t- value (1.97) at 339 degrees of freedom, indicating that the difference between the two groups was not statistically significant at 0.05 level. The null hypothesis stating that “there is no significant difference between urban and rural secondary school students in relation to their proficiency in English” is accepted. This indicates that the difference in mean scores between the rural and urban is statistically not significant.

Objective 2: To examine the levels of proficiency in English among the secondary school students of the eastern zone of Arunachal Pradesh with reference to management (government and private).

Table 4 represents the percentage of levels of proficiency in English (government and private).

Sl.no.	Level of proficiency	No. of Students in govt.	Percentage %	No. of students in Pvt.	Percentage %
1	Extremely proficient	1	0.5%	3	1.39%
2	Highly proficient	11	5.58%	29	20.27%
3	Above Average proficiency	26	13.13%	44	30.76%
4	Average Proficiency	62	31.31%	44	30.76%
5	Below Average proficiency	59	29.79%	24	16.78%
6	Low proficiency	39	19.69%	0	0.00%
7	Extremely low proficiency	0	0.00%	0	0.00%
Total		198	100%	143	100%



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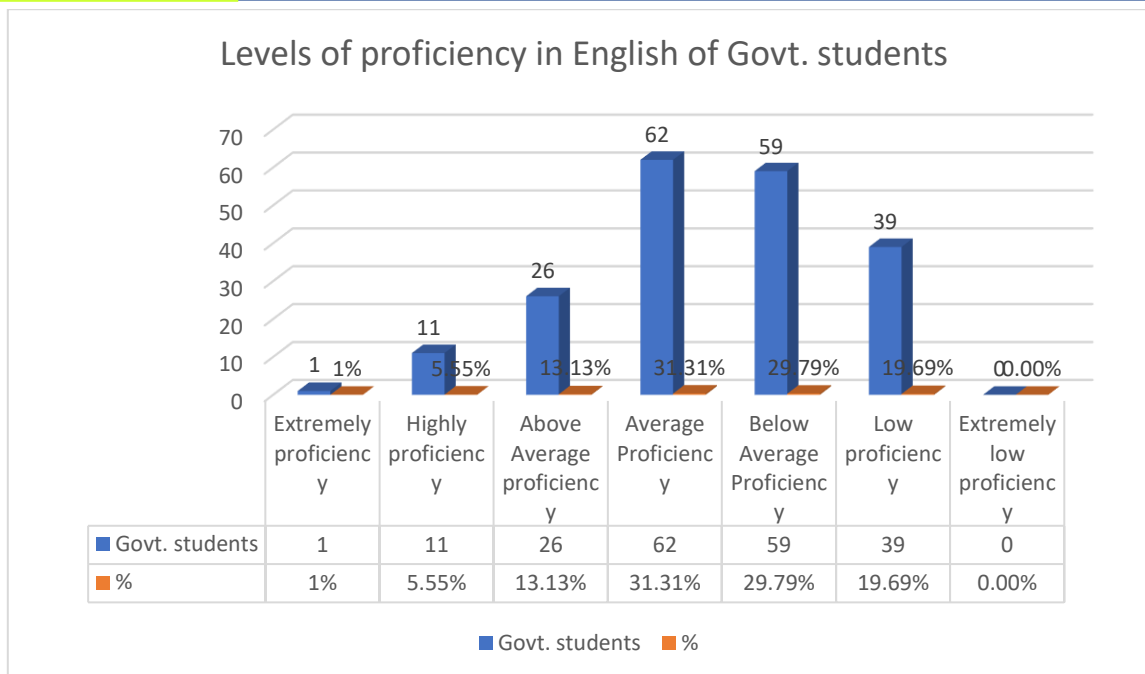


Figure 4. Represents different levels of proficiency of gov. students

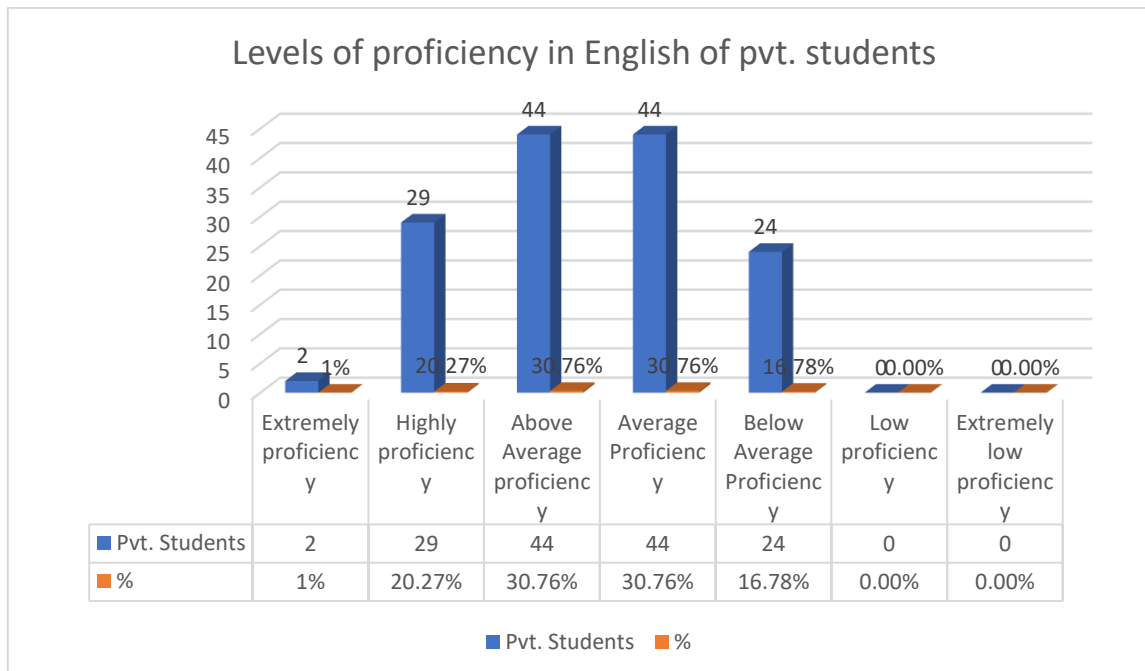


Figure 5. Represents different levels of proficiency of the private Students

As indicated in Table 4 and Figures 4 and 5, the analysis of English proficiency level across government and private secondary school students reveals clear management-based differences. Private schools consistently demonstrate higher proficiency levels in English compared to government school students. A combined 52.42% of private school learners fall within the extremely proficient, highly proficient, and above average categories, whereas only 19.21% of government school students reach these levels. This indicates that private school management provides more favorable conditions for higher English language proficiency. At the mid-level category, both groups show similar proportions of



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students with average proficiency (government 31.31%, private 30.76%), suggesting comparable outcomes in this range. However, in the lower proficiency categories, government schools show a significantly higher concentration. A total of 49.48% of government school students fall into below average or low proficiency compared to 16.78% in private schools, where no students are recorded in the low proficiency. This highlights a management-based disparity where government school students have a larger proportion of struggling learners.

Ho2: There is no significant difference in English language proficiency with regard to government and private secondary school students of the Eastern Zone of Arunachal Pradesh.

In order to find out the differences in English language proficiency of secondary school students, an independent sample t-test is calculated as shown in Table 5.

Category	N	Mean	SD	SEd	DF	T-Value	T-Critical	Remarks
Govt.	198	24.05	10.98	1.14	339	-9.65	1.97	Significant
Pvt.	143	35.06	10.18					

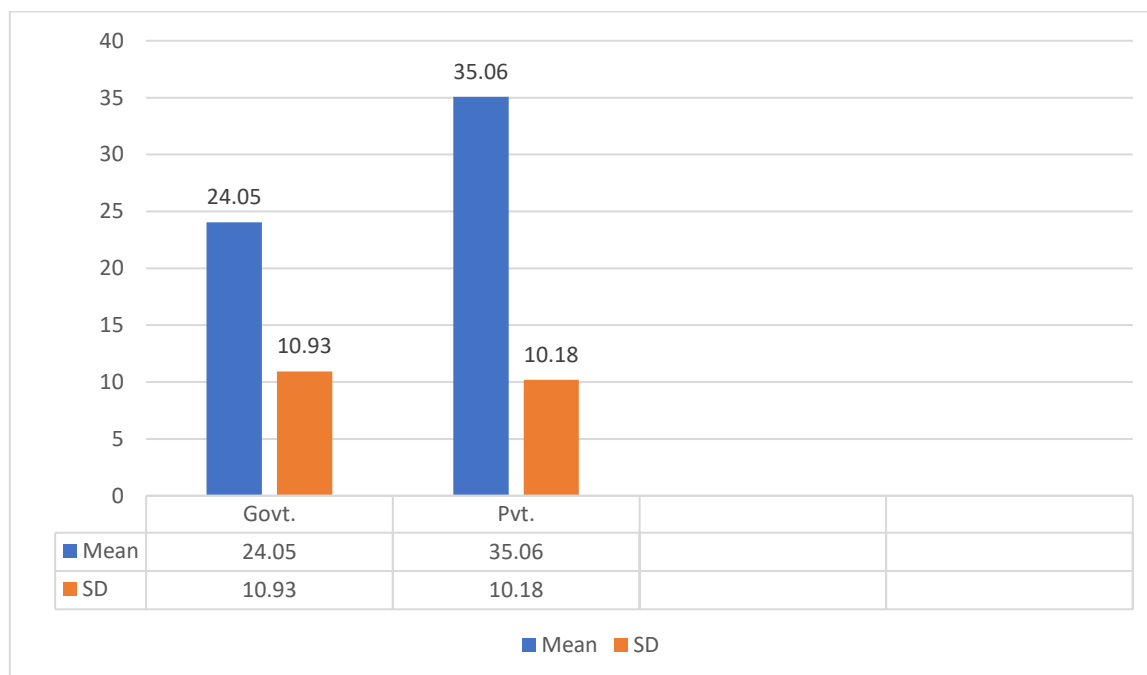


Figure 6. Represents differences in proficiency in English with regard to government and private

Table (5) and Figure (6) indicate that the mean scores of Governments and Private are 24.05 and 35.06, respectively. The standard error of the difference between the two means was 1.14. The calculated t-value was -965 at 339 degrees of freedom, which is much higher than the table value of 1.97 at the 0.05 level of significance. Since the obtained t-value exceeds the critical value, the null hypothesis stating that “there is no significant difference between government and private secondary school students with regards to English language proficiency” is rejected. This indicates that the difference in mean scores between the two school types is statistically significant. It clearly shows that secondary school students studying in private schools perform better than those in government schools in terms of English language proficiency as measured by the variables.

Objective 3: to find out the correlation between English language proficiency and English subject achievement among secondary school students of the eastern zone of Arunachal Pradesh.



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Ho3: There is no significant correlation between English language proficiency and English subject achievement among the secondary school students of the eastern zone of Arunachal Pradesh.

Correlations

		Proficiency	Achievement
Proficiency	Pearson Correlation	1	.065
	Sig. (2-tailed)		.232
	N	341	341
Achievement	Pearson Correlation	.065	1
	Sig. (2-tailed)	.232	
	N	341	341

The above table shows that the Pearson Correlation Coefficient value is $r = .065$, which represents a very weak positive relationship. Which means as English language proficiency increases, English language achievement also increases slightly, but the relationship is so small that it is not meaningful in practical terms. Furthermore, the significance value ($p = .232$) is greater than the accepted threshold of the 0.05 level of significance, indicating that the relationship between English language proficiency and English achievement is not statistically significant. In other words, the small correlations observed could easily have occurred by chance; with a relatively large sample size ($N = 341$), the lack of significance suggests that English language proficiency does not reliably predict English achievement among the secondary school students of the Eastern zone of Arunachal Pradesh.

Major Findings

1. The rural and urban secondary school students show no statistically significant difference. Although rural students have slightly higher mean scores (29.48) compared to urban students (28.37). The statistical test ($t = 0.90$, critical $t = 1.97$, $df = 339$) confirmed that the difference in mean scores did not reach significance at the 0.05 level. Therefore, the null hypothesis—there is no significant difference in English language proficiency between rural and urban secondary school students—was accepted. The results are in line with the studies conducted by Fu and Liu (2024) and Saikia, P. (2017).
2. The government and private secondary school students show a statistically significant difference in English language proficiency. Where private school students demonstrated substantially higher proficiency levels compared to government. Private schools obtained a mean score of 35.06, which is considerably higher than the mean score of 24.05 recorded by government school students. The calculated t -value of -9.65, exceeding the critical value of 1.97 at the 0.05 significance level, confirms that the difference in mean scores is statistically significant. Consequently, the null hypothesis stating that there is no significant difference between government and private management is rejected. These results are in line with the studies conducted by Kumar, D (2021) and Sangeeta et al. (2024).
3. There was no statistically significant relationship between English language proficiency and English achievement among secondary school students of the eastern zone of Arunachal Pradesh. As there was a very low Pearson Correlation Coefficient ($r = .065$) and a non-significant p -value ($p = .232 > .05$). Although the correlation was positive, indicating that higher proficiency tended to slightly higher achievement, the magnitude of this relationship was extremely weak. The minimal effect suggests that proficiency alone cannot meaningfully predict students' achievement in English. These results are in line with the studies conducted by Azkiya et al. (2023) and Chakiso et al. (2025).

Implications and Recommendations

Since rural and urban students did not differ significantly in English proficiency, it implies that geographical location alone is not a determining factor in students' English achievement in the eastern zone of Arunachal Pradesh. Existing instructional approaches, teachers' qualification levels, or curriculum exposure may be relatively similar across rural and urban areas, resulting in comparable outcomes. Educational policies shifting focus away from location gaps to school-level factors such as teacher training, resource allocation, and classroom practices may be more beneficial. Policymakers and stakeholders should recognize that school management type plays a substantial role in shaping English learning outcomes, as government schools might experience systemic constraints such as inadequate instructional time, lack of qualified teachers, or insufficient learning resources as compared to private management. Further, proficiency alone does not strongly predict students' achievement, indicating that achievement in English is influenced by multiple variables, such as home environment, motivation and attitude, teaching quality, resource support, and study habits. Some of the recommendations include—



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- Develop uniform English proficiency enhancement programs applicable to both rural and urban schools.
- The government education department must prioritize resource allocation, especially digital tools, libraries, and language labs.
- Strengthen community-level language exposure programs (reading clubs, language fairs, and storytelling events) equally across rural and urban zones.
- Encourage students to engage in self-directed learning, such as reading outside the syllabus, using educational apps, and participating in English conversation clubs.
- Further research should investigate other variables affecting achievement, including motivation, socioeconomic status, home environment, and school environment.

VIII. CONCLUSION

The study examined English language proficiency and achievement among secondary school students of the eastern zone of Arunachal Pradesh, with specific reference to location and school management. The finding revealed no significant difference in English proficiency between rural and urban students, indicating comparable learning conditions across locations. However, a significant difference was found between government and private school students, with private school learners demonstrating notably higher proficiency levels, highlighting disparities in instructional quality and resource availability. Additionally, the relationship between English proficiency and English achievement was found to be weak and statistically non-significant, suggesting that achievement in English is influenced by multiple factors beyond proficiency alone. Overall, the study underscores the need for targeted improvement in government schools' learning environments and a more holistic approach to developing and assessing English language competence.

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