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Research Article

EFFECTIVENESS OF LISTENING AND SPEAKING COURSE ON ACHIEVEMENT AND ATTITUDE OF UNDERGRADUATE STUDENTS

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ABSTRACT

English have arisen in different parts of the world. English has thus been nationalized, localized and democratized abroad. In India it has been almost two centuries that English education was introduced and since then it has been playing an important role in our national life, not to mention our educational system. Andhra Pradesh State Council of Higher Education (APSCHE) decided to refine the existing curriculum according to the demands of the present day world of Science and Technology and made it possible by introducing a Listening and Speaking Course in General English in all the universities of the state from the academic year 2005-06. After interacting with the teachers and students of degree colleges, the investigator has decided to do a piece of research work in this area. The present paper is discussed about to know the undergraduate students achievement after exposing themselves to the listening and speaking course in English and their attitude towards the course respectively. An achievement test and an Attitude Scale are administered to gather data from 480 undergraduate students from six degree colleges (three governments and three private) in Anantapur district of Andhra Pradesh State, India. The result shows that there is a significant relationship between the attitudes of undergraduate students towards Listening and Speaking Course and their achievement in Competency Based Achievement Test. There exists a significant relationship between the attitudes of undergraduate students towards Listening and Speaking Course and their achievement in Competency Based Achievement Test.

INTRODUCTION

As we believe language is the divine gift of God and it is the language which distinguishes us from animals, language is an essential part in our lives. Everyone from birth to death makes use of it. It is the most distinctive human activity. Language is primarily an instrument of communication for us to share our ideas with others. The changes that are brought in the society are reflected in the use of a language, as language and society are perceived to be interrelated. In human life language has manifold importance. It helps in the construction of new ideas and formulation of new concepts. In this sense language is not only facilitative to communicative purpose but also directive to thought and reproduction.

English holds a portion of pre-eminence as an international language of the 4000 to 5000 living languages. As mothers tongue it ranks only second to Chinese. It is estimated that between 500-600 million of people living in all continents use English as their primary or secondary language. The rapidly growing interest in English cuts across barriers of race, colour, creed, political and ideological lines, therefore it is termed as a link language. English is increasingly becoming the linguafranca of people who come from different nations, but interact in governmental, academic, industrial, business, religious, cultural, social and athletic contexts, hence it is treated as a world language.

A Knowledge of English is imperative for getting access to modern scientific and technological knowledge. Books on all branches of knowledge are available in English. More than 60% of the world's technical journals, newspapers, periodicals etc. are published in English, hence it is called as a library language. English is the gate way to all the departments of modern knowledge. Besides being a vehicle of debate at the UNO and the language of command for NATO, it is the official language of international aviation and unofficially is the first language of international sport. More than 60% of the world's radio programs are broadcasted in English. Our grasp of the English language needs to be emphasized, because it is the English language that holds the key to our comprehension of the applied literature in English. Not only has English language evolved a powerful standard of its own, both written and spoken, in its own motherland, but new standards of English

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have arisen in different parts of the world. English has thus been nationalized, localized and democratized abroad.

In India it has been almost two centuries that English education was introduced and since then it has been playing an important role in our national life, not to mention our educational system. English became a national link language and made Indians united and improved our languages and literatures to a great extent. After independence, the role and importance of English in our educational system as well as national life was seriously questioned by many. According to some of our leaders, English was a symbol and instrument of colonial exploitation. Hence, it should be done away with completely from our systems. In the end, wise senses prevailed and English was kept initially for 15 years as an Associate Official Language for inter-state communications, and communications between the states and the center so as to give time to the learning of Hindi.

It has been 65 years that we have attained independence and instead of diminishing the importance of English, it has increased far beyond anybody envisaged at the time of independence. With the changing world environment and exponential growth of the use of English all over the world, we must put great emphasis on teaching and learning of English in order to take advantage of our huge human resources. According to a recent study by the department of human resource development, sixty percent of our population will be at working age by 2020 whereas that of China, Japan, USA and EU will be around forty percent. So, Indian government is emphasizing in giving technical as well as English training to the next generation so that Indians can take over the world.

An examination of the existing curricula in English at the UG stage reveals that it does not generally take into account the entry level linguistic competence of the students or the linguistic demands of the jobs they seek later. Most of the universities do not make provision for students with widely different proficiency levels in English at UG level by offering courses appropriate for them. The linguistic demands for future employment expect a fair degree of proficiency in spoken and written English which most of the university courses do not cater to.

In most of the universities there are 4 types of English courses at B.A. level (i) English Major (ii) General English (compulsory) (iii) Alternative English and (iv) Special English (elective). The General English Course has been made compulsory for all students keeping in view the fact that all students need English for academic and professional purposes and for social interaction. The special English course on the other hand has been provided on an elective basis for students who need a higher level of proficiency in English and are interested in the study of literature. This course is expected to enable them to undertake a specialized study of English language and literature, and to acquire advanced use of English for communication.

Though the aims and objectives of the general English course, special English course and English main courses are intended to cater to the heterogeneous tertiary level student population, they don't equip learners with the necessary language skills for functioning in English. These have now been an attempt in some universities (e.g. Delhi University) to introduce different units and modules to suit different levels of learners (English 'A', English 'B' and Remedial English). However these are yet to be implemented successfully, thus though English is an important need for the students for career mobility and social advancement for most students(except English medium students) the courses offered at present at the UG level do not lend themselves to immediate usefulness in terms of proficiency or job related skills development.

In the state of Andhra Pradesh, English is treated as third language at high school and second language at intermediate and undergraduate (UG) level. At UG level teaching of English is permitted to first two years of three years degree program as a compulsory subject to all the students of Science, Commerce and Arts. All the students in the state are required to study the same syllabus for General English, under what is referred as common core syllabus. But rapid growth in Science and Technology created good number of opportunities for those who possess sound knowledge of English. Mere learning of literature i.e. prose, poetry and non-detail from the existing curriculum will not result the required human resources for the development of Science and Technology. In this connection Andhra Pradesh government in consultation with APSCHE (Andhra Pradesh State Council of Higher Education) decided to refine the existing curriculum according to the demands of the present day world of Science and Technology and made it possible by introducing a Listening and Speaking Course in General English to the undergraduate students, who are pursuing graduation in the state, with the help of experts in the CIEFL. In the course of designing the program, a series of workshops have been organized by the APSCHE with the help of expert committee and finally a draft curriculum was prepared and submitted to the state government for approval. Discussions were held on the draft curriculum and finally accepted to implement the course in all the universities of the state from the academic year 2005-06.

The most common use of evaluation is to determine the effectiveness of a program and sometimes the organization. Program evaluations, while often including the organization, focus primarily on program effectiveness results. Since in many cases of educational program evaluation what is being evaluated is a school/college based program, we often implicitly know the goals and objectives of the organization, student learning. In these cases the focus of the evaluation is on what is being taught, how it is being taught and most importantly whether the subject matter was learned or not. So, main aim of this program evaluation is to know the effectiveness of program on its target groups' achievement.

RELATED LITERATURE

Pillai (1973) conducted a study on the effect of social and psychological factors on achievement in English. The investigator has studied the effect of sociological factors on the three languages, namely Malayalam, English and Hindi. The study was conducted on 694 subjects of which 347 were boys and 347 were girls. The sample consisted of pupils of IX class selected on stratified random basis from ten secondary schools of Trivendrum, Palghat and Kazikode districts of Kerala. The tools used were the composite test of generalized achievement, the Kerala University generalized test of achievement in Malayalam and the socio-economic status scale. The results indicated that the following sociological factors did influence

the achievement in languages. Educational level of the father, vocational level of the father and income level were found to be the significant factors contributing to high achievement in English. But it was found that the higher the order of the birth and size of the family, the lower the achievement in English and Hindi though the influence of home ground is felt, other factor such as intelligence was more significant.

Khanna and Agnihotri (1982) investigated into language achievement and some social psychological variables. The purpose was to investigate the comparative significance of some social psychological variables in second language achievement. Twenty Hindi speaking first year undergraduates of the University of Delhi were formed the sample of the study. The study examined the relationship of six achievement variables with nineteen social-psychological variables. A correlation matrix for these 25 variables was obtained. The results indicated achievement in English is effectively predicted by such social-psychological variables as proficiency in English, medium of instruction, exposure to English through novels and films, use of English at home, previous scores in English, non-ethno centricism and democratic feelings towards others, positive attitude towards other languages and mother's education.

Tejovathi (1988) studied about the environmental factors affecting the acquisition of the English language skills. The purpose of the study was to find the relationship between the English language skills and the overall environment which includes the linguistic, home, social and cultural environments. The study was conducted on a sample of 660 students of IX class boys and girls of rural and urban locale. The tools consisted of open-ended opinionnaire to the teacher, questionnaire, and listening and reading comprehension tests to the students. The research findings showed that the environment factors had a positive effect on the acquisition of English languages skills. The linguistic, home, social and cultural factors also had a positive influence on the English achievement of the students; the urban environment was found to be better than rural in all the factors; the sex of the child did not affect the performance in English.

Singh (1999) examined the relevance and scope of vocational functional English course offered at the under graduate level in India. A few aims of the study are to assess the relevance and scope of the vocational functional English course at UG level in India, to compare general English course, the English main course and functional English course in terms of their aims, objectives and content, to compare the syllabus recommended by the UGC and prototype syllabus designed by CIEFL, to evaluate the functional English syllabus of Dibrugarh University, Kerala University and Osmania University etc. Conclusions drawn from the study are

1. Functional English course is the only course which explicitly focuses on the development of communication skills of the students.
2. Lack of uniformity in the guidelines used by the different universities in the country in implementing the course.
3. The respondents of the study are both in favor of and against the inclusion of the functional English course as compulsory course at the UG level.
4. Conversational skills are identified as the most important skills to develop by majority of the respondents.
5. Necessary to reexamine the communicative English component.
6. Teaching materials supplied are major drawback of the implementation of functional English course.
7. Need clear guidelines to fill gaps in the existing evaluation procedures.

Kumar (2000) evaluated the implementation of the west Bengal functional communicative syllabus with particular reference to rural schools. The findings of the study present an astounding picture of the implementation of the system. The Board's sincere endeavour in designing the syllabus and formulating the materials has not been questioned. Most teachers involved in this study are overtly interested in carrying out the Board's objectives. Yet their practice in the classroom does not confirm to the basic requirements of the functional communicative approach. Consequently students who are instrumentally motivated to learn the language are becoming helpless victims. The main finding of his study is that the implementation of curriculum change has not been effective despite a good syllabus worked out with good intentions based on a rational need based approach.

Neelaveni (2005) made an analytical study on the first year JNTU English course to redefine the issues in ESP (English for Specific Purposes) and materials design, and to examine syllabus and materials to incorporate new concepts in ESP. A few findings of her study are

1. The course is not successful in getting desired result.
2. Many advances have to be incorporated in the course to provide an element of challenge.
3. The expected degree of grammatical accuracy is very little.

Venkataraman and Krishnamurthy (2008) in their article criticized that the English language courses at the tertiary level in India for being excessively knowledge-based instead of being skill-based. They hold a view that despite the focus on communication skills in some of the recent courses introduced in universities and colleges, the courses are handicapped because the objectives are not well defined and consequently the teaching methodology, testing and evaluation are sketchy. They point out that engineering graduates produced by Indian universities suffer, due to lack of communicative skills to study in the world class institutions or to work in a global atmosphere. Consequently, employability has transformed into the new buzzword in engineering education.

Mc Carthy (2013) made a study based on the assertion that language can be acquired outside classroom and as teachers it is our duty to raise awareness of the value of self-directed learning among our students. Students learn better if they control their own learning. The study focused on how self access learning language course was integrated into the curriculum at a private university in Japan. A mixed method approach incorporated whole class and small group discussion, reflective diary writing, out-of-class learning and one-to-one meetings with the teacher. Feedback on the course from questionnaire was used to evaluate learners' perception of the effectiveness of the program. Results were favorable showing that learners found this mode of learning helpful in organizing

study habits, sustaining motivation, improving specific language skills and increasing knowledge of self-access resources.

Present Study

The newly designed Listening and Speaking Course implemented to the undergraduate students in the state of Andhra Pradesh from the academic year 2005-2006, has its own importance in preparing students for academic and professional purposes in general and particularly in the area of developing interest in English language. Many studies stated that a graduate student cannot speak good English and also he/she cannot write letters without errors. This becomes a motivation for the Government to make this course as a compulsory paper in graduate programme, so that they can come out with certain knowledge of English and develop English language. Such important course has not been measured in terms of its acceptance and effectiveness by any organization or by any individual so far. After interacting with the teachers and students of degree colleges, the investigator has decided to do a piece of research work in this area and has chosen it as problem for the study.

Title of the Problem

The problem is entitled as *"An Evaluative Study on Listening and Speaking Course in General English of Undergraduate Students"*.

Objectives of the Study

The study is meant for achieving the following objectives

- To assess the achievement of the undergraduate students.
- To know the attitudes of undergraduate students towards Listening and Speaking Course.
- To find out the mean differences in the scores of undergraduate students on Achievement Test with regard to some selected variables.
- To study the mean differences between the attitudes of undergraduate students towards Listening and Speaking Course on some selected variables.
- To study the relationship between attitudes of undergraduate students towards Listening and Speaking Course and their achievement in the Achievement Test.

Hypotheses of the Study

Based on the above objectives the following hypotheses are drawn

- There would be no significant difference between the scores of undergraduate students on Achievement Test with regard to their personal variables.
- There would be no significant difference between the attitudes of undergraduate students towards Listening and Speaking Course with regard to their personal.
- There would not be any significant relationship between the attitudes of undergraduate students towards Listening and Speaking Course and their achievement in the achievement test.

Method of Investigation

`Survey method of investigation is used to measure the achievement levels of the undergraduate students and to know their attitude towards Listening and Speaking Course.

Variables of the Study

Achievement and attitude of the undergraduate students towards Listening and Speaking Course are the dependent variables, and gender (Male / Female), group(Arts /Science), year of the degree (Degree I year /Degree II year), medium (Telugu /English), computer literacy (No / Yes), management of the college (Government / Private), parental education (father's and mother's) & their occupational levels (father's and mother's) are the independent variables

Data Gathering Tools

An achievement test and an Attitude Scale are administered to gather data for the study.

Sample

A sample consisting 480 undergraduate students from six degree colleges (three government and three private) in Anantapur district is considered to collect the required data for the study.

Collection of Data

Prior permission is taken from the Heads of the respective institutions to collect the data for the study. In the course of data collection the importance of the study is explained to the sample and instructed them about how to respond to the tools.

Statistical Techniques Employed

Based on the responses from the sample, Frequency Distribution Tables are prepared for all the variables. Measures of Central Tendency, Measures of Dispersion, Skewness, Kurtosis, Coefficient of Variance and Standard Error of Mean are calculated. The significance tests like't' and 'F' are employed to test the hypotheses. Multiple 'R' is calculated by carrying out the Stepwise Regression Analysis and Coefficient of Correlation is also employed. The following significance levels are employed.

*** *** indicates significant at 0.01 level.
***** indicates significant at 0.05 level.
@ indicates not significant at 0.05 level.

Analysis and Interpretation of the Data

The Achievement Test includes total 27 items for 30 marks. The minimum and maximum scores on Total Test were 5.5 and 25 respectively.

Attitude scale consists of 25 statements. Each statement in the attitude scale is provided with five alternatives namely Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. The minimum and maximum scores on attitude scale are 65 and 109 respectively.

Table-1 The values of N, M, SD, R, CV, Sk, Ku, SEM and QD for all the groups on Achievement Test

Sl.No.	Group	N	M	SD	R	CV	Sk	Ku	SEM	QD
1.	Male Students	240	16.81	3.82	19	22.72	-0.53	-0.26	0.25	3.0
2.	Female Students	240	18.59	2.99	17	16.08	-0.60	0.21	0.19	2.25
3.	Arts Students	240	17.66	3.72	18	21.06	-0.57	-0.15	0.24	2.69
4.	Science Students	240	17.74	3.36	19	18.94	-0.83	0.60	0.22	2.0
5.	First Year Degree Students	240	17.51	3.43	20	19.59	-0.77	0.79	0.22	2.0
6.	Second Year Degree Students	240	17.89	3.65	16	20.40	-0.64	-0.32	0.23	3.0
7.	Telugu Medium Students	207	15.53	3.50	18	22.54	-0.34	-0.26	0.24	2.5
8.	English Medium Students	273	19.34	2.56	14	13.24	-0.68	0.67	0.15	1.5
9.	Students don't have Computer Literacy	212	16.30	3.69	19	22.64	-0.46	-0.22	0.25	2.5
10.	Students have Computer Literacy	268	18.81	3.00	16.5	15.95	-0.75	0.47	0.18	2
11.	Government Colleges' Students	240	15.95	3.50	18	21.94	-0.46	-0.24	0.23	2.19
12.	Private Colleges' Students	240	19.44	2.61	14	13.42	-0.70	0.64	0.17	1.5
13.	Students whose Fathers are Illiterates	148	16.59	3.63	18	21.88	-0.36	-0.37	0.30	2.75
14.	Students whose Fathers have uptoTenthclass education	187	17.23	3.60	19	20.89	-0.71	0.26	0.26	2.5
15.	Students whose Fathers are Graduates	145	19.44	2.65	14	13.63	-0.73	0.68	0.22	1.5
16.	Students whose Mothers are Illiterates	320	17.24	3.65	20	19.89	-0.61	0.002	0.20	2.5
17.	Students whose Mothers have uptoTenth Class education	138	18.37	3.10	16	16.87	-0.77	0.44	0.26	4.12
18.	Students whose Mothers are Graduates	22	20.20	2.89	12	14.31	-0.97	1.22	0.62	1.56
19.	Students whose Fathers are Agriculturists	272	16.52	3.60	19	21.79	-0.53	-0.16	0.22	2.5
20.	Students whose Fathers are Businessmen	77	18.93	2.96	13	15.64	-0.96	0.64	0.34	2.0
21.	Students whose Fathers are regular Employees	131	19.43	2.70	14	13.90	-0.52	0.18	0.24	1.5
22.	Students whose Mothers are Housewives	427	18.01	3.21	17	17.82	-0.58	-0.03	0.16	2.0
23.	Students whose Mothers are daily Wageworkers	40	13.29	4.01	18	30.17	0.18	-0.19	0.63	3.0
24.	Students whose Mothers are regular Employees	13	20.88	1.76	6.5	16.43	0.84	1.16	0.49	1.25

The above table envisages that employed mothers (20.88) have significantly high influence on the Scores of the students than anyone else in the table and it is also true that employed parents' (average of two means is 20.15) children scored better in Achievement Test. It is also obvious from the table that graduate parents (average of two means is 19.82) have also significantly influenced the scores followed by private colleges' students (19.44). Daily wageworker mothers have least influence on the scores of Achievement Test.

Values of SD in Table-1 tell us that deviations are quite high in the case of students whose mothers are daily wageworkers (4.01) than other groups and it is least in the case of students whose mothers are regular employees (1.76) among all groups. The skewness values of majority of the groups are negative, which means students under different groups have fared better in Achievement Test except groups No.23 & 24.

Table-2 Distribution of Scores on Achievement Test based on Gender, Group, Year (I year Degree/ II year Degree), Medium, Computer literacy of the student & Management of the college and their respective 't' values

Sl.No.	Group	N	M	SD	CV	't' value
1.	Male Students	240	16.81	3.82	22.72	5.68^{**}
2.	Female Students	240	18.59	2.99	16.08	
3.	Arts Students	240	17.66	3.72	21.06	$0.26^{@}$
4.	Science Students	240	17.74	3.36	18.94	
5.	First Year Students	240	17.51	3.43	19.59	$1.19^{@}$
6.	Second Year Students	240	17.89	3.65	20.40	
7.	Telugu Medium Students	207	15.53	3.50	22.54	13.75^{**}
8.	English Medium Students	273	19.34	2.56	13.24	
9.	Students don't have Computer Literacy	212	16.30	3.69	22.64	8.22^{**}
10.	Students have Computer Literacy	268	18.81	3.00	15.95	
11.	Government Colleges' Students	240	15.95	3.50	21.94	12.38^{**}
12.	Private Colleges' Students	240	19.44	2.61	13.42	

From the kurtosis values it can be said that sixty-eight percent of the groups' distributions are mesokurtic.

Hypothesis Testing –I: There would be no significant difference between the Scores of the undergraduate students on Achievement Test with regard to their personal variables.

Mean differences in the Scores of the undergraduate students

The mean differences are tested for significance by applying 't' test, the following Table shows the obtained values.

From Table-2 it is clear that the average score of male students (16.81) on Achievement Test is lower than the average score of female students (18.59). Further the values of CV indicate that the variations among the male students' Scores (22.72) are higher than the variations among the Scores of female students (16.08). Further the value of 't' statistic indicates that the obtained 't' value is significant at 0.01 level of significance. Hence, the formulated null hypothesis is rejected and concluded that there exists a significant difference between the Scores of male and female UG students.

From Table-2 it is clear that the average score of Arts group students (17.66) on Achievement Test is slightly lower than the average score of Science group (17.74). Further the values of CV indicate that the variations among the Arts group students' Scores (21.06) are higher than the variations among the Scores of Science group students (18.94). Further the value of 't' statistic indicates that the obtained 't' value is not significant at 0.05 level of significance. Hence, the formulated null hypothesis is accepted and concluded that there exists no significant difference between the Scores of Arts and Science group students.

From Table-2 it is clear that the average score of first year degree students (17.51) on Achievement Test is slightly lower than the average score of second year degree students (17.89).

Further the values of CV indicates that the variations among the first year degree students' Scores (19.59) are lower than the variations among the Scores of science group students (20.40). Further the value of 't' statistic indicates that the obtained 't' value is not significant at 0.05 level of significance. Hence, the formulated null hypothesis is accepted and concluded that there exists no significant difference between the Scores of first year and second year degree students.

From Table-2 it is clear that the average score of Telugu medium students (15.53) on Achievement Test is lower than the average score of English medium students (19.34). Further the values of CV indicate that the variations among the Telugu medium students' Scores (22.54) are higher than the variations among the Scores of English medium students (13.24). Further the value of 't' statistic indicates that the obtained 't' value is significant at 0.01 level of significance. Hence, the formulated null hypothesis is rejected and concluded that there exists a significant difference between the Scores of Telugu and English medium UG students.

From Table-2 it is clear that the average score of students who don't have computer literacy (16.30) on Achievement Test is lower than the average score of students who have computer literacy (18.81). Further the values of CV indicate that the variations among the Scores (22.64) of students who don't have computer literacy are higher than the variations among the Scores of students who have computer literacy (15.95). Further the value of 't' statistic indicates that the obtained 't' value is significant at 0.01 level of significance. Hence, the formulated null hypothesis is rejected and concluded that there exists a significant difference between the Scores of the UG students who don't have computer literacy and students who have computer literacy.

From Table Table-2 it is clear that the average score of Government colleges' students (15.95) on Achievement Test is lower than the average score of Private colleges' students (19.44). Further the values of CV indicate that the variations among the Government colleges' students Scores (21.94) are higher than the variations among the Scores of Private colleges' students (13.42). Further the value of 't' statistic indicates that the obtained 't' value is significant at 0.01 level of significance. Hence, the formulated null hypothesis is rejected and concluded that there exists a significant difference between the Scores of Government colleges' students and Private colleges' students.

Table-3 Distribution of Scores on Achievement Test based on Parental Education of the undergraduate students

Group	N	Mean	SD
Students whose Fathers are Illiterate	148	16,59	3.63
Students whose Fathers have upto Tenth class education	187	17.23	3.60
Student whose Fathers are Graduates	145	19.44	2.65
Students whose Mothers are Illiterates	320	17.24	3,65
Students whose Mothers have upto Tenth class education	138	18.37	3.10
Students whose Mothers are Graduates	22	20.20	2.89

The mean differences are tested for significance by applying 'Analysis of Variance' (ANOVA), the following tables show the obtained values.

Table-4 Analysis of variance for the mean differences in the Scores of the variable Education of the Father

Source	df	Sum of Squares	Mean Sum of Squares	F-ratio
Between groups	2	661.70	330.85	
Within groups	477	5357.05	11.23	29.46**
Total	479	6018.75		

The researcher has conducted analysis of variance to test the achievement levels of the students, who are categorized based on their father's education- illiterate, upto tenth class and graduation. Table-4 indicates that the ratio of variance ('F' ratio) of Scores between the three categories of father's education is 29.46, which is statistically significant at 0.01 probability. Therefore it can be inferred that there are significant differences in the Scores of students of different education levels of the fathers (illiterate/uptotenth/graduation) and there is a significant influence of father's education on performance of their children in the Achievement Test. Hence, the formulated null hypothesis is rejected.

Table-5 Analysis of variance for the mean differences in the Scores of the variable Education of the Mother

Source	df	Sum of Squares	Mean Sum of Squares	F-ratio
Between groups	2	268.32	134.16	
Within groups	477	5750.43	12.05	11.13**
Total	479	6018.75		

The researcher has conducted analysis of variance to test the achievement levels of the students, who are categorized based on their mother's education- illiterate, upto tenth class and graduation. Table-5 indicates that the ratio of variance ('F' ratio) of Scores between the three categories of mother's education is 11.13, which is statistically significant at 0.01 probability. Therefore it can be inferred that there are significant differences in the Scores of students of different education levels of the mothers (illiterate /uptotenth /graduation) and there is a significant influence of mother's education on performance of their children in the Achievement Test. Hence, the formulated null hypothesis is rejected.

Table-6 Distribution of Scores on Achievement Test based on Parental Occupation of the UG students

Group	N	Mean	SD
Students whose Fathers are Agriculturists	272	16.52	3.60
Students whose Fathers are Businessmen	77	18.93	2.96
Students whose Fathers are regular Employees	131	19.43	2.70
Students whose Mothers are Housewives	427	18.01	3.21
Students whose Mothers are daily Wageworkers	40	13.29	4.01
Students whose Mothers are regular Employees	13	20.88	1.76

The mean differences are tested for significance by applying 'Analysis of Variance' (ANOVA), the following tables show the obtained values.

Table-7 Analysis of variance for the mean differences in the Scores of the variable Occupation of the Father

Source	df	Sum of Squares	Mean Sum of Squares	F-ratio
Between groups	2	889.84	444.92	
Within groups	477	5128.91	10.75	41.38**
Total	479	6018.75		

The researcher has conducted analysis of variance to test the achievement levels of the students, who are categorized based on their father's occupation- agriculturist, businessman and regular employee. Table-7 indicates that the ratio of variance

('F' ratio) of Scores between the three categories of father's occupation is 41.38, which is statistically significant at 0.01 probability. Therefore it can be inferred that there are significant differences in the Scores of students of different occupation levels of the fathers (agriculturist/businessman/ regular employee) and there is a significant influence of father's occupation on performance of their children in the Achievement Test. Hence, the formulated null hypothesis is rejected.

Table-8 Analysis of variance for the mean differences in the Scores of the variable Occupation of the Mother

Source	df	Sum of Squares	Mean Sum of Squares	F-ratio
Between groups	2	953.08	476.54	
Within groups	477	5065.67	10.62	44.87**
Total	479	6018.75		

The researcher has conducted analysis of variance to test the achievement levels of the students in Achievement Test, who are categorized based on their mother's occupation- housewife, daily wageworker and regular employee. Table-8 indicates that the ratio of variance ('F' ratio) of Scores between the three categories of mother's occupation is 44.87, which is statistically significant at 0.01 probability. Therefore it can be inferred that there are significant differences in the Scores of students of different occupation levels of the mothers (housewife/daily wageworker/regular employee) and there is a significant influence of mother's occupation on performance of their children in the Achievement Test. Hence, the formulated null hypothesis is rejected.

From the kurtosis values it can be said that majority (68 percent) groups' distributions are mesokurtic.

Hypothesis Testing-2

There would be no significant difference between the attitudes of undergraduate students towards Listening and Speaking Course with regard to their personal variables.

Mean differences in the Attitude Scale Scores of the undergraduate students

The mean differences are tested for significance by applying 't' test, the following table shows the obtained values.

It is clear from Table-10 that the average attitude scale score of male students (90.45) on attitude scale is lower than the average attitude scale score of female students (91.21). Further the values of CV indicate that the variations among the male students' attitude scale scores (8.59) are higher than the variations among the attitude scale scores of female students (7.42). Further the value of 't' statistic indicates that the obtained 't' value is not significant at 0.05 level of significance. Hence, the formulated null hypothesis is accepted and concluded that there exists no significant difference between the attitudes of male and female undergraduate students towards Listening and Speaking Course.

It is clear from Table-10 that the average attitude scale score of Arts group students (89.88) on attitude scale is lower than the average attitude scale score of Science group (91.79).

Table-9 The values of N, M, SD, R, CV, Sk, Ku, SEM and QD for all the groups on Attitude Scale Scores

Sl.No.	Group	N	M	SD	R	CV	Sk	Ku	SEM	QD
1.	Male Students	240	90.45	7.77	44	8.59	-0.34	-0.08	0.50	5.0
2.	Female Students	240	91.21	6.77	42	7.42	-0.41	0.27	0.43	4.5
3.	Arts Students	240	89.88	7.48	43	8.32	-0.55	0.32	0.48	5.0
4.	Science Students	240	91.79	6.91	34	7.53	-0.13	-0.51	0.45	5.0
5.	First Year Students	240	90.24	7.26	39	8.04	-0.34	-0.31	0.47	5.37
6.	Second Year Students	240	91.43	7.22	43	7.90	-0.44	0.60	0.47	5.0
7.	Telugu Medium Students	207	89.84	7.38	44	8.21	-0.29	0.71	0.51	5.0
8.	English Medium Students	273	91.59	7.09	36	7.74	-0.46	-0.35	0.43	5.0
9.	Students don't have Computer Literacy	212	89.60	7.21	41	8.05	-0.43	0.47	0.50	5.0
10.	Students have Computer Literacy	268	91.81	7.16	38	7.80	-0.38	-0.18	0.44	5.0
11.	Government Colleges' Students	240	89.75	7.63	44	8.50	-0.14	0.35	0.49	5.0
12.	Private Colleges' Students	240	91.92	6.71	33	7.30	-0.64	-0.09	0.43	4.5
13.	Students whose Fathers are Illiterates	148	90.26	6.91	41	7.65	-0.48	0.48	0.57	4.87
14.	Students whose Fathers have upto Tenth class education	187	90.41	7.93	43	8.77	-0.42	-0.01	0.58	5.5
15.	Students whose Fathers are Graduates	145	91.96	6.59	32	7.17	-0.11	-0.63	0.55	5.25
16.	Students whose Mothers are Illiterates	320	90.67	7.32	44	8.07	-0.35	-0.02	0.41	5.0
17.	Students whose Mothers have upto Tenth class education	138	90.67	7.20	42	7.94	-0.36	0.48	0.61	5.0
18.	Students whose Mothers are Graduates	22	94.27	6.06	26	6.43	-1.50	3.04	1.29	2.75
19.	Students whose Fathers are Agriculturists	272	90.20	7.49	44	8.30	-0.44	0.31	0.45	4.87
20.	Students whose Fathers are Businessmen	77	92.10	7.05	29	7.65	-0.51	-0.52	0.80	5.0
21.	Students whose Fathers are regular Employees	131	91.40	6.78	35	7.42	-0.10	-0.29	0.59	5.5
22.	Students whose Mothers are Housewives	427	90.92	7.32	43	8.05	-0.46	0.15	0.35	5.0
23.	Students whose Mothers are daily Wageworkers	40	88.13	6.32	33	7.17	0.79	1.95	1.00	4.37
24.	Students whose Mothers are regular Employees	13	96.31	3.95	14	4.10	-0.54	0.08	1.09	3.0

Values of SD in Table-9 tell us that deviations are quite high in the case of students whose fathers have upto tenth class education(7.93) than other groups and it is least in the case of students whose mothers are regular employees (3.95). The skewness values of all the groups are negative except group No.23, which means students under different groups have favourable attitude towards Listening and Speaking Course.

Further the values of CV indicate that the variations among the Arts group students' attitude scale scores (8.32) are higher than the variations among the attitude scale scores of Science group students (7.53). Further the value of 't' statistic indicates that the obtained 't' value is significant at 0.01 level of significance. Hence, the formulated null hypothesis is rejected and concluded that there exists a significant difference between the attitudes of Arts and Science group students towards Listening and Speaking Course.

Table-10 Distribution of Attitude Scale Scores based on Gender, Group, Year (I year Degree / II year Degree), Medium, Computer literacy of the student & Management of the college and their respective 't' values

Sl.No.	Group	N	M	SD	CV	't' value
1.	Male Students	240	90.45	7.77	8.59	$1.14^{@}$
2.	Female Students	240	91.21	6.77	7.42	
3.	Arts Students	240	89.88	7.48	8.32	2.90^{**}
4.	Science Students	240	91.79	6.91	7.53	
5.	First Year Students	240	90.24	7.26	8.04	$1.79^{@}$
6.	Second Year Students	240	91.43	7.22	7.90	
7.	Telugu Medium Students	207	89.84	7.38	8.21	2.64^{**}
8.	English Medium Students	273	91.59	7.09	7.74	
9.	Students don't have Computer Literacy	212	89.60	7.21	8.05	3.35^{**}
10.	Students have Computer Literacy	268	91.81	7.16	7.80	
11.	Government Colleges' Students	240	89.75	7.63	8.50	3.30^{**}
12.	Private Colleges' Students	240	91.92	6.71	7.30	

It is clear from Table-10 that the average attitude scale score of first year degree students (90.24) on attitude scale is lower than the average attitude scale score of second year degree students (91.43). Further the values of CV indicate that the variations among the first year degree students' attitude scale scores (8.04) are higher than the variations among the attitude scale scores of second year degree students (7.90). Further the value of 't' statistic indicates that the obtained 't' value is not significant at 0.05 level of significance. Hence, the formulated null hypothesis is accepted and concluded that there exists no significant difference between the attitudes of first year and second year degree students towards Listening and Speaking Course.

It is clear from Table-10 that the average attitude scale score of Telugu medium students (89.84) on attitude scale is lower than the average attitude scale score of English medium students (91.59). Further the value of CV indicates that the variations among the Telugu medium students' attitude scale scores (8.21) are higher than the variations among the attitude scale scores of English medium students (7.74). Further the value of 't' statistic indicates that the obtained 't' value is significant at 0.01 level of significance. Hence, the formulated null hypothesis is rejected and concluded that there exists a significant difference between the attitudes of Telugu and English medium undergraduate students towards Listening and Speaking Course.

It is clear from Table-10 that the average attitude scale score of students who don't have computer literacy (89.60) on attitude scale is lower than the average attitude scale score of students who have computer literacy (91.81). Further the values of CV indicate that the variations among the attitude scale scores (8.05) of students who don't have computer literacy are higher than the variations among the attitude scale scores of students who have computer literacy (7.80). Further the value of 't' statistic indicates that the obtained 't' value is significant at 0.01 level of significance. Hence, the formulated null hypothesis is rejected and concluded that there exists a significant difference between the attitudes of UG students who don't have computer literacy and students have computer literacy towards Listening and Speaking Course.

It is clear from Table-10 that the average attitude scale score of Government colleges' students (89.75) on attitude scale is lower than the average attitude scale score of Private colleges' students (91.92). Further the values of CV indicate that the variations among the Government colleges' students attitude scale scores (8.50) are higher than the variations among the attitude scale scores of Private colleges' students (7.30). Further the value of 't' statistic indicates that the obtained 't' value is significant at 0.01 level of significance. Hence, the formulated null hypothesis is rejected and concluded that there exists a significant difference between the attitudes of Government colleges' students and Private colleges' students towards Listening and Speaking Course.

Table 11 Distribution of Attitude Scale Scores based on Parental Education of the student

Group	N	Mean	SD
Students whose Fathers are Illiterates	148	90.26	6.91
Students whose Fathers have upto Tenth class education	187	90.41	7.93
Students whose Fathers are Graduates	145	91.96	6.59
Students whose Mothers are Illiterates	320	90.67	7.32
Students whose Mothers have upto Tenth class education	138	90.67	7.20
Students whose Mothers are Graduates	22	94.27	6.06

The mean differences are tested for significance by applying 'Analysis of Variance' (ANOVA), the following tables show the obtained values.

Table 2 Analysis of variance for the mean differences in the Attitude Scale Scores of the variable Education of the Father

Source	df	Sum of Squares	Mean Sum of Squares	F-ratio
Between groups	2	264.90	132.45	
Within groups	477	24965.77	52.34	$2.53^{@}$
Total	479	25230.67		

The researcher has conducted analysis of variance to test the achievement levels of the students, who are categorized based on their father's education- illiterate, upto tenth class and graduation. The table indicates that the ratio of variance ('F' ratio) of attitude scale scores between the three categories of father's education is 2.53, which is statistically not significant at 0.05 probability. Therefore it can be inferred that there are no significant differences in the attitudes of students of different education levels of the fathers (illiterate/uptotenth/graduation) towards Listening and Speaking Course and there is no significant influence of father's education in drawing student's attitude towards Listening and Speaking Course. Hence, the formulated null hypothesis is accepted.

Table-13 Analysis of variance for the mean differences in the Attitude Scale Scores of the variable Education of the Mother

Source	df	Sum of Squares	Mean Sum of Squares	F-ratio
Between groups	2	272.75	136.37	
Within groups	477	24957.92	52.32	2.61[@]
Total	479	25230.67		

The researcher has conducted analysis of variance to test the achievement levels of the students, who are categorized based on their mother's education- illiterate, upto tenth class and graduation. The table indicates that the ratio of variance ('F' ratio) of attitude scale scores between the three categories of mother's education is 2.61, which is statistically not significant at 0.05 probability. Therefore it can be inferred that there are no significant differences in the attitudes of students of different education levels of the mothers (illiterate/uptotenth/graduation) towards Listening and Speaking Course and there is no significant influence of mother's education in drawing student's attitude towards Listening and Speaking Course. Hence, the formulated null hypothesis is accepted.

Table-14 Distribution of Attitude Scale Scores based on Parental Occupation of the student

Group	N	Mean	SD
Students whose Fathers are Agriculturists	272	90.20	7.49
Students whose Fathers are Businessmen	77	92.10	7.05
Students whose Fathers are regular Employees	131	91.40	6.78
Students whose Mothers are Housewives	427	90.92	7.32
Students whose Mothers are daily Wageworkers	40	88.13	6.32
Students whose Mothers are regular Employees	13	96.31	3.95

The mean differences are tested for significance by applying 'Analysis of Variance' (ANOVA), the following tables show the obtained values.

Table-15 Analysis of variance for the mean differences in the Attitude Scale Scores of the variable Occupation of the Father

Source	df	Sum of Squares	Mean Sum of Squares	F-ratio
Between groups	2	274.26	131.13	
Within groups	477	24956.41	52.32	2.62[@]
Total	479	25230.67		

The researcher has conducted analysis of variance to test the achievement levels of the students, who are categorized based on their father's occupation- agriculturist, businessman and regular employee. The table indicates that the ratio of variance ('F' ratio) of attitude scale scores between the three categories of father's occupation is 2.62, which is statistically not significant at 0.05 probability. Therefore it can be inferred that there are no significant differences in the attitudes of students of different occupation levels of the fathers (agriculturist/businessman/regular employee) towards Listening and Speaking Course and there is no significant influence of father's occupation in drawing student's attitude towards Listening and Speaking Course. Hence, the formulated null hypothesis is accepted.

Table-16 Analysis of variance for the mean differences in the Attitude Scale Scores of the variable Occupation of the Mother

Source	Df	Sum of Squares	Mean Sum of Squares	F-ratio
Between groups	2	675.16	337.58	
Within groups	477	24555.51	51.48	6.56[**]
Total	479	25230.67		

The researcher has conducted analysis of variance to test the achievement levels of the students in Attitude scale, who are categorized based on their mother's occupation- housewife, daily wageworker and regular employee. Table-16 indicates that the ratio of variance ('F' ratio) of attitude scale scores between the three categories of mother's occupation is 6.56, which is statistically significant at 0.01probability. Therefore it can be inferred that there are significant differences in the attitudes of students of different occupation levels of the mothers (housewife/daily wageworker/regular employee) towards Listening and Speaking Course and there is a significant influence of mother's occupation in drawing student's attitude towards Listening and Speaking Course. Hence, the formulated null hypothesis is rejected.

Multiple Stepwise Regression Analysis

The present study has two dependent variables like achievement of undergraduate students in Achievement Test and their Attitude towards listening and speaking course, and ten independent variables viz. Gender, Group, Year of the degree, Medium, Computer Literacy, Management of the College, Father's Education, Father's Occupation, Mother's Education and Mother's Occupation. To predict the influence of one independent variable with the value of the other on dependent variables Multiple Stepwise Regression Analysis is employed.

Prediction of Achievement Test Scores with the help of some Personal Variables

Multiple Regression Analysis is carried out with the achievement test scores as dependent variable and all the ten independent variables as factors affecting the scores by using 'Stepwise Linear Regression Model' of SPSS v16.0 program. The results are summarized in Table-17.

From Table-17 it is clear that five factors i.e. Medium, Father's Occupation, Gender, Management and Computer literacy together influence 42.8percent of the variance in the scores. The remaining percentage (57.2%) in scores is influenced by other factors that are not included in the model.

It is further noted from the table that the results are statistically significant. It can be inferred from the table that all the five variables have positive influence on the scores. The Beta coefficient of medium indicates that by increasing one unit of the medium code (from '01' to '02') results an increase of 2.041units in scores. Since, Researcher has given code '01' for Telugu medium and code '02' for English medium, it can be concluded that English medium students fared better in Test than Telugu medium students.

It is observed from the table that an increase of one unit in the code of father's occupation increases 0.796 units in scores.

Table-17 Prediction of Achievement Test Scores with the help of some Personal Variables

	Model	Unstandardised Coefficients		Standardized Coefficients	't' value	Sig.,	'F' ratio	Sig.,	R	R^2	% of Variance
		B	Std.Error	Beta							
1.	(Constant)	11.727	0.455	NA	25.751	0.000	189.109	0.000	0.532	0.283	28.3
	Medium	3.807	0.277	0.532	13.752	0.000					
2.	(Constant)	10.637	0.465	NA	22.896	0.000	45.513	0.000	0.588	0.346	34.6
	Medium	3.359	0.273	0.470	12.305	0.000					
	Father's Occupation	1.051	0.156	0.258	6.746	0.000					
3.	(Constant)	8.724	0.571	NA	15.277	0.000	29.836	0.000	0.620	0.384	38.4
	Medium	3.397	0.265	0.475	12.811	0.000					
	Father's Occupation	0.891	0.154	0.218	5.781	0.000					
	Gender	1.417	0.259	0.200	5.462	0.000					
4.	(Constant)	7.842	0.577	NA	13.598	0.000	30.468	0.000	0.649	0.422	42.2
	Medium	2.282	0.327	0.319	6.974	0.000					
	Father's Occupation	0.843	0.150	0.207	5.629	0.000					
	Gender	1.456	0.252	0.206	5.781	0.000					
	Management	1.769	0.321	0.250	5.520	0.000					
5.	(Constant)	7.356	0.613	NA	11.999	0.000	5.127	0.024	0.654	0.428	42.8
	Medium	2.041	0.343	0.285	5.954	0.000					
	Father's Occupation	0.796	0.151	0.195	5.287	0.000					
	Gender	1.477	0.251	0.209	5.884	0.000					
	Management	1.713	0.320	0.242	5.349	0.000					
	Computer Literacy	0.641	0.283	0.090	2.264	0.024					

Since, Researcher has given code '01' for agriculturist, code '02' for businessman and code '03' for regular employee, it can be concluded that if father's occupation moves from agriculturist to businessman to employee, students' performance in the test increases accordingly.

It is evident from the table that an increase of one unit in the code of gender (from '01' to '02') increases 1.477 units in scores. Since, Researcher has given code '01' for male and code '02' female, it can be inferred that female students have shown better performance in the test than male students.

It is found from the table that an increase of one unit in the code of management (from '01' to '02') increases 1.713 units in scores. Since, Researcher has given code '01' for government colleges and code '02' for private colleges, it can be concluded that private colleges' students have performed better in the test than government colleges' students. It is obvious from the table that an increase of one unit in the computer literacy code (from '01' to '02') results in 0.641 units increase in the scores. Since, Researcher has given code '01' for computer literacy NO and code '02' for computer literacy YES, it can be concluded that, students possessing computer literacy have performed better in the test than those have no computer literacy.

In fine, it can be concluded that medium code has the highest influence on the scores followed by management code, gender code, father's occupation code and then computer literacy code respectively.

Prediction of Attitude Scale Scores with the help of some Personal Variables

The researcher has conducted ' Multiple Regression Analysis' with Attitude scale scores as dependent variable and all ten independent variables as factors affecting Attitude Scale Scores, by using 'Stepwise Linear Regression Model' of SPSS v16.0 program. The results are summarized in the following table.

It is clear from Table-18 that the three factors (computer literacy, group and management) together influence 4.8percentof the variance in attitude scale scores. The remaining percentage of variation in attitude scale sores (95.2%) is influenced by other factors that are not included in the model.

It is further noted from the table that the results obtained are statistically significant. It can be inferred from the table that all the three factors i.e. computer literacy, group and management have positive influence on the attitude scale scores.

Table-18 Prediction of Attitude Scale Scores with the help of some Personal Variables

	Model	Unstandardised Coefficients		Standardized Coefficients	't' value	Sig.,	'F' ratio	Sig.,	R	R^2	% of Variance
		B	Std.Error	Beta							
1.	(Constant)	87.388	1.080	NA	80.945	0.000	11.216	0.001	0.151	0.023	2.3
	Computer Literacy	2.211	0.660	0.151	3.349	0.001					
2.	(Constant)	85.187	1.378	NA	61.832	0.000	6.501	0.11	0.190	0.036	3.6
	Computer Literacy	2.013	0.661	0.138	3.045	0.002					
	Group	1.674	0.656	0.115	2.550	0.011					
3.	(Constant)	83.510	1.537	NA	54.331	0.000	5.815	0.016	0.218	0.048	4.8
	Computer Literacy	1.411	0.703	0.097	2.006	0.045					
	Group	1.744	0.654	0.120	2.667	0.008					
	Management	1.673	0.694	0.115	2.411	0.016					

The Beta coefficient of computer literacy indicates that by increasing one unit of the computer literacy code (from '01' to '02') increases 1.411 units of attitude scale score. Since, we have given code '01' for 'computer literacy No' and code '02' for 'computer literacy Yes', it can be inferred that students with 'computer literacy Yes' have shown high attitude towards 'Listening and Speaking Course' than students have no computer literacy.

It is obvious from the table that an increase of one unit in the code of 'group of the students' increases 1.744 units of attitude scale scores. Since, Researcher has given code '01' for 'Arts group students' and code '02' for 'Science group students', it can be concluded that science students have high attitude towards 'Listening and Speaking Course' than Arts students.
It is evident from the table that by increasing one unit of the Management code (from '01' to '02') increases 1.673 units of attitude scale scores. Since Researcher has given code '01' for Government college and code '02' for Private college, it can be concluded that Private colleges' students have high attitude towards 'Listening and Speaking Course' than Government colleges' students.

Finally, it can be concluded that Group code has the highest influence on drawing students' attitude towards Listening and Speaking Course followed by management code and computer literacy code.

Hypothesis Testing-3: There would not be any significant relationship between the attitudes of undergraduate students towards Listening and Speaking Course and their achievement in the Achievement Test.

The relationship that exists between two or more variables can be measured through Coefficient of Correlation. Pearson's product moment correlation coefficient is employed to find out the relationship between the attitudes of undergraduate students towards Listening and Speaking Course and their achievement in the Achievement Test. The obtained values are tabulated in Table-19.

Table-19 Correlation matrix for Achievement Test Scores and Attitude Scale Scores

Components	Total Achievement	Attitude Scale
Total Achievement	1	0.304**
Attitude Scale	0.304**	1

** Significant at 0.01 level

The above table reveals that there exists a positive relationship between the two. The correlation between Achievement Score of undergraduate students in Achievement Test and their attitude towards Listening and Speaking Course is 0.304 which is significant at 0.01 level. Hence the formulated null hypothesis is rejected and concluded that there exists a significant relationship between the attitudes of undergraduate students towards Listening and Speaking Course and their achievement in the Achievement Test.

Findings of the Study

The present study revealed following findings

- The average Score of undergraduate students on Achievement Test is 17.71 and the distribution is negatively skewed.
- Distributions of Total Test Scores on Competency Based Achievement Test of undergraduate students whose mothers are daily wageworkers (13.29) and whose mothers are regular employees (20.88) are slightly positively skewed and positively skewed respectively, whereas rest of the groups' distributions are negatively skewed .
- Employed mothers' children have highest mean value (20.88) than other groups on Competency Based Achievement Test and undergraduate students whose mothers are daily wageworker have least mean value (13.29) among all groups.
- Factors like gender, medium, computer literacy, management of the college, education of parents and occupation of parents have significantly differentiated students in their test scores.
- The average attitude scale score of undergraduate students is 90.83 and the distribution is negatively skewed.
- Distribution of Attitude Scale Scores of undergraduate students whose mothers are daily wageworkers (88.13) is positively skewed and rest of the groups' distributions is negatively skewed.
- Undergraduate students whose mothers are regular employees have highest mean value (96.31) on attitude scale among all the groups.
- Factors like gender, year of the degree, education of the father, education of the mother and occupation of the father have not differentiated the Undergraduate students in exhibiting their attitude towards listening and speaking course.
- There are significant differences in attitudes of undergraduate students based on group, medium, computer literacy, management and occupation of the mother.
- Five factors viz. gender, medium, computer literacy, management of the college, and father's occupation influenced 42.8 percent of the variance in the Total Test Scores of the Competency Based Achievement Test and the remaining 57.2 percent is influenced by all other factors viz. group, year of the degree, father's education, mother's education, and mother's occupation.
- 4.8 percent of the variance in the attitude scale scores is influenced by group, computer literacy, and management of the college and the remaining percentage is influenced by all other factors.
- There exists a significant relationship between the attitudes of undergraduate students towards Listening and Speaking Course and their achievement in Competency Based Achievement Test.

CONCLUSIONS OF THE STUDY

The conclusions drawn from the present study are

- Male and Female undergraduate students significantly differed in their achievement on Achievement Test, it is due to the fact that female students always concentrate more on what they listen and be accurate in learning the things than male students. In case of their attitude towards Listening and Speaking Course male and female

undergraduate students are same, because Listening and Speaking Course is compulsory for all the undergraduate students and they have to get pass in the examinations held at the end of each year.

- Arts and science group undergraduate students significantly differed in their attitude towards Listening and Speaking Course, it is due to that Listening and Speaking Course includes practical sessions and practical examinations, which are very much familiar to the Science group UG students than Arts group undergraduate students. But, Arts and Science group undergraduate students not differed in their total achievement on Achievement Test, it may be due to that Listening and Speaking Course is compulsory for all the groups and they have to take same amount of learning experiences in learning the course components.
- Telugu and English medium undergraduate students significantly differed in their achievement on Achievement Test and their attitude towards Listening and Speaking Course, it is due to the fact that most of the English medium undergraduate students have studied their lower classes in English medium and they possess right kind of attitude towards English than Telugu medium undergraduate students.
- Computer literacy of the undergraduate students significantly differentiated them based on their achievement in Achievement Test and their attitude towards Listening and Speaking Course, it is due to that students have to listen and answer to the exercises prescribed in the text books by playing compact discs supplied along with the text books on computer systems, they have to participate in practical sessions conducted in the computer labs and they have to take their practical examinations online through Computer Based Test (CBT).
- Government and Private colleges' undergraduate students significantly differed in their achievement on Achievement Test and their attitude towards Listening and Speaking Course, it may be due to that private managements take necessary steps to provide best possible facilities to conduct practical sessions compulsorily for their students than Government colleges.
- Parental education of the undergraduate students significantly differentiated the students based on their achievement in Achievement Test, it is due to that educated parents always encourage their children to acquire competencies by standing personal example than illiterate. But, in case of attitude towards Listening and Speaking Course parental education has no significant influence, because all the undergraduate students have to take Listening and Speaking Course.
- Parental occupation of the undergraduate students significantly differentiated the students based on their achievement in Achievement Test, it is due to that high income parents make better arrangements for their children's education than less income parents.

Recommendations

- To make students into good communicators in English, spoken component of the Listening and Speaking Course should be concentrated more by conducting more number of practical sessions, where each student can get much time to express his/her thoughts, to share his/her feelings with others, to find his/her position and role in a group etc.
- Difficulties and needs vary from student to student, it is necessary to the course transactors to find those and based on that learning experiences are offered to teach components of the Listening and Speaking Course.
- It is so much true that attitude is the main factor which motivates an individual to acquire the things. It should be constantly maintained and encouraged towards learning of English by the transactors, the peers and by the parents.
- To implement Listening and Speaking Course successfully to the students, lecturers are to be specially trained and oriented in course components by the managements. For this purpose managements have to plan and arrange orientation classes, workshops, camps, refresher courses, guest-lectures, seminars etc. to their lecturers and to their students.
- To see students as competent and confident speakers of English, similar components (components in Listening and Speaking Course) can be taught at the earlier stages (Intermediate) as well as at the later stages (third year degree and PG).

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