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ATTITUDE TOWARDS ENGLISH LANGUAGE OF IX STANDARD STUDENTS



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ABSTRACT

The purpose of the present study was to know the IX standard students' attitude towards learning English language. A standardized scale was administered by the investigator in the form of normative survey to 100 students selected randomly from secondary schools in Dharwad city. The collected data was statistically analyzed by using 't' test technique. The results revealed that there is a significant difference based on the gender, locality of the school, medium of instruction of the students. However, students studying in different types of schools and with high and low socio economic status do not differ significantly in respect of their attitude towards English language. Finally, it revealed that almost selected variables have better attitude towards English language.

KEYWORD: Attitude, English Language, Secondary Schools and students from IX Standard

INTRODUCTION :

Education is the powerful tool which helps to modify the behavior of the child according to the needs and expectancy of the society. Student's attitude is an integral part of learning and that it should, therefore become an essential component of second language learning pedagogy. Attitudes toward learning are believed to influence behaviors such as selecting and reading books, speaking in a foreign language etc. Especially in Education, if the students have positive attitude towards any subject, they can achieve many things in that specific area. There is an interaction between language learning and

the environmental components in which the students were grown up. Both negative and positive attitudes have a strong impact on the success of language learning.

“Attitude is determined by the individual’s beliefs about outcomes or attributes of performing the behavior (behavioral beliefs), weighted by evaluations of those outcomes or attributes. Thus, a person who holds strong beliefs that positively valued outcomes will result from performing the behavior will have a positive attitude toward the behavior. Conversely, a person who holds strong beliefs that negatively valued outcomes will result from the behavior will have a negative attitude.” Attitude concept can be viewed from these three dimensions. Each one of these dimensions has different features to bring out language attitude results. Accordingly, the attitude concept has three components i.e., behavioral, cognitive and affective. These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitivism and humanism respectively.

NEED FOR THE STUDY

It is well known that 10+2+3 pattern of education were introduced in a hurry without caring for even the most essential of the hour. Hence the investigator has made an effort in this study. It has become imperative to study the level of students’ attitude towards English as it has become a main subject of competency. It is important to study the methods and approaches in learning English. The level of IX standard school students’ comprehension in English and study their attitude become the need of the hour. High school period is an important stage to the students to face lot of competition and it is a gate way for them to enter into the higher studies. So they are aware of the importance of English, how it is mainly helpful to them to do well in the academic study and their professional life in future. It is tough for the students to understand the English language. Hence the investigator feels that the class room activities in the study of English should develop the pupils’ attitude towards the study of English and it should help them to enhance interest to learn English.

OBJECTIVES OF THE STUDY

The following objectives were set for the present study.

1. To study the difference between boys and girls in respect of their attitude towards English language.
2. To study the difference between rural and urban area students in respect of their attitude towards English language.
3. To study the difference between students studying in government schools and private schools in respect of their attitude towards English language.
4. To study the difference between Kannada medium and English medium students in respect of their attitude towards English language.
5. To study the difference between students of High and Low Socio Economic Status in respect of their attitude towards English.

HYPOTHESES OF THE STUDY

The following null hypotheses were stated for the present study.

1. There is no significant difference between boys and girls in respect of their attitude towards English language.
2. There is no significant difference between rural and urban area students in respect of their attitude towards English language.
3. There is no significant difference between students studying in government and private schools in

respect of their attitude towards English language.

4. There is no significant difference between Kannada and English medium students in respect of their attitude towards English language.

5. There is no significant difference between students of High and Low Socio Economic Status in respect of their attitude towards English language.

METHODOLOGY

The present study is a survey method. It includes studies that purport to present facts concerning the nature and status of anything. This means that descriptive research gives meaning to the quality and standing of facts that are going on. For instance, the information about a group of person, a number of objects, a set of conditions, a class of events, a system of thoughts or any other kind of phenomenon or experience which one may wish to study.

LIMITATIONS OF THE STUDY

- The present study was limited to English Language only.
- The present study was restricted to IX standard students only.
- The present study covers students from Dharwad city only.
- The present study confined to 100 students only.

SAMPLE

Investigator selected 100 students from secondary schools studying in IX standard in Dharwad city by using random sampling technique.

TOOL USED

Students' attitude towards English language developed by the investigator by using scientific method.

DATA COLLECTION

The investigator has taken printed copies of the scale consists of 100 items to the IX standard students in Dharwad city.

DATA ANALYSIS

The data collected from the sample are statistically analyzed by using 't' test technique. The results are presented in the following tables.

Table-1: Comparison Mean, SD and 't' value of Boys and Girls with respect to Attitude towards English language (n=100)

Gender	N	Mean	SD	t-value	p-value	Signi.
Boys	54	777.3148	62.1270	-6.0194	<0.05	S
Girls	46	844.7391	47.3429			

S=Significant

The above table indicates that the obtained 't' value is greater than table value (1.96) at 0.05

level of significance. It is therefore concluded that the two groups differ significantly in respect of their attitude towards English language. Further, the mean score of girls is greater than the boys.

Table-2: Comparison Mean, SD and 't' value of Rural and Urban students with respect to Attitude towards English language (n=100)

Locality	N	Mean	SD	t-value	p-value	Signi.
Rural	45	774.5185	60.4045	-6.8033	<0.05	S
Urban	55	848.0217	44.9115			

S=Significant

The above table shows that the obtained 't' value is greater than table value (1.96) at 0.05 level of significance. It is therefore concluded that the two groups differ significantly in respect of their attitude towards English language. Further, the mean score of urban students is greater than the rural students.

Table-3: Comparison Mean, SD and 't' value of Government and Private School Students with respect to Attitude towards English language (n=100)

Management	N	Mean	SD	t-value	p-value	Signi.
Government	49	812.6327	71.7669	0.6469	>0.05	NS
Private	51	804.1961	58.1979			

S=Significant

The above table reveals that the obtained 't' value is lesser than table value (1.96) at 0.05 level of significance. It is therefore concluded that the two groups do not differ significantly in respect of their attitude towards English language. Further, the mean score of students studying in government schools is greater than the private school students.

Table-4: Comparison Mean, SD and 't' value of Kannada and English Medium Students with respect to Attitude towards English language (n=100)

Medium of instruction	N	Mean	SD	t-value	p-value	Signi.
Kannada	76	776.9167	72.1755	2.8084	<0.05	S
English	24	818.2500	59.7078			

S=Significant

The above table indicates that the obtained 't' value is greater than table value (1.96) at 0.05 level of significance. It is therefore concluded that the two groups differ significantly in respect of their attitude towards English language. Further, the mean scores of English medium students is greater than the Kannada medium students.

Table-5: Comparison Mean, SD and 't' value of High SES and Low SES Student with respect to Attitude towards English language (n=100)

Socio-Economic Status	N	Mean	SD	t-value	p-value	Signi.
High SES	79	809.9438	63.1760	0.7044	>0.05	NS
Low SES	21	795.2727	80.6339			

S=Significant

The above table indicates that the obtained 't' value is lesser than tabled value (1.96) at 0.05 level of significance. It is therefore concluded that the two groups do not differ significantly in respect of their attitude towards English language. Further, the mean scores of High socio economic status is greater than the Low socio economic status students.

FINDINGS

- Girls and boys differ significantly in respect of their attitude towards English language.
- Rural and urban area students differ significantly in respect of their attitude towards English language.
- Government and private schools students do not differ significantly in respect of their attitude towards English language.
- Kannada medium students and English medium students differ significantly in respect of their attitude towards English language.
- High and low socio economic status students do not differ significantly in respect of their attitude towards English language.

EDUCATIONAL IMPLICATIONS

1. Teachers can make a valuable contribution in developing a friendly relationship with their students, in order to develop a positive attitude towards learning English language,
2. Positive psychological classroom atmosphere needed for learning language, and the errors are considered as a natural part of the process of learning English language.
3. Teachers should motivate the students to learn better English, by highlighting its importance as they need English for getting employment purpose in future.
4. Educators and parents should always encourage learners to read materials written in English like newspapers and magazines.
5. Educators who qualify to teach English must have received a relevant training and qualification in English. If the above condition is taken care of learners would receive proper knowledge which would help them to develop confidence and they will be competent in the world.
6. English language learning activities to be included in the language club.

CONCLUSION

Students are significantly differing in their attitude based on the gender, locality of the school, and students with their medium of instruction. However, the students studying in government and private schools and students with high and low socio economic status do not differ significantly in respect of their attitude towards English language. This clearly underlines the need for special attention

in this area. As in depth study may be conducted to find out the reasons for significant differences in their attitude. It is widely accepted that an important predictor of success in learning English language is the attitude of the students.

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