



A study of attitude of Higher Secondary School Students towards English Language

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1. Introduction

Education is one of the basic needs of human beings. Education has the capacity for bringing about change. Education is one of the most important building blocks for a nation as it serves as an instrument of economic and social development. It is through education that a child gets equipped with skills and competencies essential for a successful life. Education is a process of development from birth to death. Education refines sensitivities and perception that contribute to individual growth and development, social cohesion and national spirit. Education hence, as a system becomes a potent instrument for achievement of society's goals. Modern educationists may answer to education as an essential requirement for social justice and equity. Jurists may find its answer in the constitutional commitments and also in the judgments delivered by the courts in different cases. Psychologists may consider it is an important tool to bring an effective change in the behavior pattern of the pupils; economists may hope prosperity and economic wellbeing of the general public. Others may treat it as a step for further education. However, all have advocated the need of education for all. Human beings are social animals, who always have the thirst of eagerness to know things in and around.

To satisfy the thirst of eagerness interaction and communication are necessary and to fulfill this purpose language plays an important role in the life of mankind. Without language human beings are unthinkable. It promotes our thoughts, mediates our relations with others and even creeps in our dreams. It plays an important part in unifying a vast and complex world. Without it, society as we now know would be impossible. The overwhelming bulk of human knowledge is stored and transmitted in language. Language learning requires active participation of learners. Whatever is learnt needs constant practice and use for consolidation of knowledge. **Hutchison and Waters (1987)** pertinently point out, "learning a language is not just a mental process but a process of negotiation between individuals and society".

English has been rightly described as a window on the rapid progress of technology and scientific knowledge that is constantly taking place in the world. It has been described as a pipeline for the stream learning. The **NCERT (1966)** observed, "English is a language which is rich in literature-humanistic, scientific and technical. If under sentimental urges we give up English we could cut ourselves off from the living stream of ever growing knowledge. **Education Commission (1964-1966)** as rightly stressed that English would play a vital role in higher education as an important library language. The Commission has said that no student should be considered as qualified for a degree, in particular Master's degree, unless he has acquired a reasonable proficiency in English.

2. Rationale and Significance of the study

The state government emphasized the importance of teaching of English at secondary level. "Ganga Jamna

yojna” is a programmed which emphasis importance of English Subject at secondary level. Thus, it is felt that the proposed research may throw some light on the variables which affect the achievement in English. Standard 8th, 9th and 10th are considered as a secondary education in Gujarat state. The investigator has selected higher secondary school students.

Achievement is one of the simplest and important aspects to measure students’ academic performance. Academic achievement can also be called as learning outcomes or the changes that have taken place among learners through the teaching of the school subjects. In schools, this achievement is observed in terms of marks or grades obtained by the students, which indicate the actual amount of learning. Achievement also helps to know the learning difficulties of the students in the content area and provides remedial instruction. Therefore maximizing the achievement within a given set up is the goal of every educationalist, teacher and educational administrator.

Batra (1991) found that there was no significant difference in the achievement of children from urban or rural areas and children of rural area did not want to attend school because they found it boring, irrelevant and meaningless. So investigator is also interested to know is the location of school really influence on the achievement. Suthar (1974) studied the teaching of mother tongue in the secondary schools of Gujarat state and found that majority of teachers were not found qualified to impart instructions efficiently in Gujarati. The teacher is the key resource person in the reform, redirection and renewal of education. But not a single study was found which has taken care of the major aspects of the English language viz. clarity of objectives of teaching English. The logical starting place of any language teaching is oral work. So the investigator wants to know the attitude of the higher secondary school students.

3. Objectives of the Study

The objectives of the present research were:

1. To study the level of effectiveness of attitude of higher secondary school students towards English language and their language achievement.
2. To study the attitude of higher secondary school students towards English language and their language achievement in relation to following background variables:
 - a. Gender
 - b. Habitat

4. Hypotheses of the Study

Hypotheses of the present investigation were:

Ho.1: There will be no significant difference between mean score of attitude of Male higher secondary school students and attitude of Female higher secondary school students on English language.

Ho.2: There will be no significant difference between mean score of attitude of rural habitat higher secondary school students and attitude of urban habitat higher secondary school students on English language.

5. Operational Definitions of the Terms

- a. Attitude of higher secondary school students: higher secondary school students’ perceptions refer to attitude of higher secondary school students towards English language
- b. Habitat: Geographical location refers to the urban and rural location of the higher secondary school students’ residence.
- c. Gender: Gender refers to male and female category of the higher secondary school students.

6. Delimitations of the Study

The study has been delimited to the higher secondary school students of Mehsana City. The study has been delimited to following dimensions of English language Attitude Scale: (a) Gender (b) Habitat

7. Research Area

The present research study was conducted taking sample from Grant-in-aid higher secondary school of Mehsana City of North Gujarat region.

8. Research Design

The present research was Descriptive Survey by its nature.

9. Population and Sample of the Study:

The population of the study was the higher secondary school students of Grant-in-aid Higher secondary school of Mehsana City. The sample for the study was selected by using random sampling method from higher secondary school of Mehsana City from Gujarat State during the year of 2016-2017.

10. Research Method

In the present investigation survey method was employed.

11. Tools of the Study

To collect the data for the present investigation the investigator had constructed the English language Attitude Scale using five point scale measurements with ten items related to performance of students.

12. Data Collection

Data for the present research was collected by the investigator.

13. Statistical Treatment

For the calculation of the data, the researcher had employed the formulas of Mean, Standard Deviation, and t-value.

14. Data Analysis

The sample of 200 Higher secondary school students from 8 grant-in-aid secondary teacher education institutions of Mehsana City of North Gujarat were studied on English language Attitude Scale. The tabulation and statistical calculations were made for analysis and interpretations of data. The t-test was employed for the comparison of two groups. The analysis and interpretation of the data have been presented under the following heads:

- A. Effect of Gender on Higher secondary school student' attitude towards English language
- B. Effect of Habitat on Higher secondary school student' attitude towards English language

Table 1. Showing Mean and S.D. and t-value of Gender and habitat on Higher secondary school student' attitude

	Group	N	Mean	SD	SEd	t
Ho ₁	Male	100	70.52	7.65	1.08	3.44
	Female	100	74.23	7.69		
Ho ₂	Urban	140	74.04	7.81	1.16	2.66
	Rural	60	70.95	7.43		

(A.) Effect of Gender on Higher secondary school student' attitude towards English language

From the above table no-1; it is evident that the obtained means scores of Male Higher secondary school students (N=100) on Total Scores was found to be 70.52 and the obtained S.D. was found to be 7.65 respectively. The obtained means scores of Female Higher secondary school students (N= 100) on Total Scores was found to be 74.23 and the obtained S.D. was found to be 7.69 respectively with 1.08 standard error of mean and obtained t-value(3.44) had reached the 0.01 level of significance. Mean score of the female students of higher secondary school were found higher than the mean score of the male students of higher secondary school on attitude of English language, at 0.01 level of significance. Hence, hypothesis is rejected, which was stated as *“There will be no significant difference between mean score of attitude of Male higher secondary school students and attitude of Female higher secondary school students on English language”*

(B.) Effect of Habitat on Higher secondary school student' attitude towards English language:

From the above table no 2; it is evident that the obtained means scores of Higher secondary school students of Urban Area (N=140) on Total Scores was found to be 74.04 and the obtained S.D. was found to be 7.81 respectively. The obtained means scores of Higher secondary school students of Rural Area (N=60) on Total Scores was found to be 70.95 and the obtained S.D. was found to be 7.43 respectively with 1.16 standard error of mean and obtained t-value(2.66) had reached the 0.01 level of significance. Mean score of the urban habitat higher secondary school students were found higher than the mean score of the rural habitat higher secondary school students on attitude of English language, at 0.01 level of significance. Hence, hypothesis is rejected, which was stated as *“There will be no significant difference between mean score of attitude of rural habitat higher secondary school students and attitude of urban habitat higher secondary school students on English language”*

15. Findings

Attitude on English language of the female students of higher secondary school were found higher than the Attitude on English language of the male students of higher secondary school. Attitude on English language of the urban habitat students of higher secondary school were found higher than the Attitude on English language of the rural habitat students of higher secondary school.

16. Conclusion

From the above findings it can be concluded that the attitude of the higher secondary school students differed in their perceptions regarding English language Attitude with reference to gender and habitat. Attitude on English language of the female students and urban habitat students of higher secondary school were found significantly higher on English language.

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