



Secondary School English Language Teacher’s Attitude Towards Teaching English Language

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ABSTRACT

The aim of the study is to find out secondary school English language teacher's attitude towards teaching English subject. For this purpose the sample was selected from different secondary schools of Mysore district in Karnataka state. The standard test was administered for data collection, t-test and standard deviation were used to analyse the data.

KEYWORDS : Secondary school English teacher’s attitude and English language

Introduction: As the Kothari commission (1964-66) rightly observed, of all the factors which influence quality of Education, “The quality, competence and character” of the teachers are the most significant. The quality of education depends upon various factors like the teaching to which the learner is exposed, the educational facilities and approach of a learner towards study. Of all the above mentioned factors, the teacher plays a prominent role in enhancing quality in education.

No innovation or change can be implemented without teacher’s awareness, involvement, attitude and commitment. The quality and efficiency of education and its contribution to national development squarely rests on the ability and competence of teachers.

Need and Importance: Language is a unique characteristic of human being. Man alone is endowed with the power of speech. English language has been rightly described as a window on the rapid progress of technology and scientific knowledge that constantly taking place in the world. English in India is a global language as it is multi lingual country.

The importance of English language in the modern world, which is driven by market economy, cannot be over emphasized. The biggest challenge before a teacher of English at the school level in rural areas pertains to the poor level of English of students at the same time of their entry into the school. They are the first generation English learners.

For augmenting and strengthening the use of innovative teaching strategy in the language teachers need to work on the following areas like curricular reforms, faculty development, e-skill development and adopting the under privileged or rural sector and professional competence. Only a positive attitude teacher can shape the future of the student.

Review: Hanumantharayappa (2001) conducted study on the preparedness of English teachers and found that the training programmes were inadequate to equip the teachers to teach English.

Ramanathan, Hema (2003) in their study found that teachers within a private English medium school discussed their beliefs and practices regarding teaching English in India. Respondents acknowledged the premier position of English in academics and throughout the world, believing their students needed good oral communication skill. However, oral and listening skills were not emphasized in class. Barriers to implementation included large class size, low parental education, first language predominance and assessment pattern.

“Identification of the difficulties in teaching and learning English as a second language among high school students” conducted by Jayashree S (1989). She concluded that the difficulties faced by English teachers include children’s improvement in listening nature and their inattentiveness in the class. Teachers experience great difficulty in making students understand English.

Mittal (1988) conducted a study on “Teachers attitude to work and its relationship with perceived dimension of school organisational climate of senior secondary school teachers of Delhi”. She found that sex of the teachers and location of school had no significant influence on teachers

motivation to work. Teachers working in private managed school were more work motivated than teachers working in government school.

Objectives of the study:

To study the rural secondary school male and female teacher’s attitude towards English language teaching

To study the urban secondary school male and female teacher’s attitude towards English language teaching

Hypothesis of the study:

There is no significant difference between rural secondary school male and female teacher’s attitude towards English language

There is no significant difference between urban secondary school male and female teacher’s attitude towards English language

Sample of the study: The study was carried on a sample of 50 rural and urban secondary school teacher’s attitude towards English language.

Tool: Teacher’s (Mysuru) Attitude Scale was used for the present study.

Methodology of the Study: In the present study descriptive research survey method of investigation was employed.

Statistical techniques: Mean, SD, t-test were used for analysis of the data.

Data Analysis:

Table I

There is no significant difference between rural secondary school male and female teacher’s attitude towards English Language

Area	Sex	N	Mean	Mean difference	S D	Difference	T Value	Significance
Rural	Male	25	78.30	3.74	12.69	8.60	0.915	0.364
	Female	25	74.36					

It is evident from Table I that rural secondary school male and female teacher’s attitude; difference in mean value is 3.74. But not too much of difference of SD value 8.60. As per the mean and SD value, it is not significant hence the hypothesis is accepted and concluded that there is no significant difference between secondary school male and female teacher’s attitude towards English language.

Table II
There is no significant difference between urban secondary school male and female teacher's attitude towards English Language

Area	Sex	N	Mean	Mean difference	S D	Difference	T Value	Significance
Urban	Male	25	76.46	10.12	6.24	15.49	-0.926	0.356
	Female	25	86.58		7.72			

As per table II urban secondary school male and female teacher's attitude, difference in mean value is 10.12 and difference in SD value is 15.49. Hence the hypothesis is accepted and concluded that there is no significant difference between urban secondary school male and female teacher's attitude towards English language.

Conclusion:

From the present study it is concluded that both rural and urban secondary school male and female teacher's attitude towards English language teaching is same.

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