



A Study of Attitude of Parents of the Ahmedabad City & Taluka Places Towards Foreign (English) Medium Schooling System

KEYWORDS

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ABSTRACT *The major purpose of this research was to investigate the attitude of the parents towards the Foreign (English) Medium Schooling System compare to the Vernacular (Gujarati) Medium Schooling System. The data were collected from 200 parents of Ahmedabad City and Taluka Places of the Gujarat State. The collected data was analysed using t – test. The result indicates that the parents are much positive towards the Foreign (English) Medium Schooling System than the Vernacular (Gujarati) Medium Schooling System. There is no significance difference between the attitudes of male and female parents as well as rural male – female and urban male – female parents towards Foreign (English) Medium Schooling System.*

INTRODUCTION

“ I must cling to my mother tongue as to my mother’s breast, in spite of its shortcomings. It alone can give me the life - giving milk.”

- Mahatma Gandhi

The above sentence of the Mahatma Gandhi reflects; the importance of the vernacular language in our lives. Not only this, he emphasized the mother tongue [vernacular language] to be the medium of instruction in basic education because; he believes that the mother tongue would enable the children, to express themselves effectively and clearly, learn ethical and moral values and importance of national heritage. The Rabindranath Tagore and Swami Vivekananda had also emphasized the mother tongue to be the medium of instruction in basic education because; it is the first language acquired by child. Thus, native language basically the best known language, which is associated with respect to the language he knows. The naturally acquired language is established through interaction with the surrounding environment, without pedagogical intervention and with minimal activity, or without conscious linguistic reflection. As we know the proficiency in language is essential for further learning, as it is believed that the mother tongue is the basis of thought and the THOUGHT is the MOTHER of LEARNING. Therefore the language plays major role in education.

UNESCO has encouraged mother tongue instructions in primary education since 1953 describing certain reasons; Mother tongue is psychologically significant to the children in learning. It helps to develop perspective as language and thought are connected. It is not possible to think without knowing the language. Vernacular language is important socio - culturally too. The usage of mother tongue as the medium of instruction in teaching improves the cognitive abilities as it is easier for child to understand the topic of education in its mother tongue. This leads the students towards faster learning. It has been found through the research that changing the medium of learning medium from mother tongue to another language makes student insecure and leads to low self esteem. Child stops liking school, teachers & education. The alteration in teaching medium reduces the quality of learning. It affects students in term of academic as well as social aspects.

Former President A.P.J. Abdul Kalam has favoured imparting science education to children in vernacular languages to encourage creativity and enable easy grasp of the subject. Interacting with students at the Dharampeth Science College during its golden jubilee function [January, 2011] Mr. Kalam said, “I studied up to tenth standard through vernacular medium and later picked up English.” He advised teachers to bring out creativity in children and teach them science in their mother-tongue. “Creativity is the key to success in the future and primary education is where teachers can bring creativity in children at that level,”

The foundation of our modern India was in the hands of the European Christian missionaries and traders. With the more and more expansion of British Empire, more staff required to rule in the whole India. In this scenario the policy of the Britishers was to produce only the clerical minded human being through education. They form the education system purely based on the text book based learning. Still after passing so many years after the independence; we still stuck with the educational system which is totally non - productive.

Getting admissions in Foreign Medium Schools became a status symbol nowadays. The numbers of vernacular medium schools are decreasing day by day in India. Bilingual atmosphere of students distracts their learning abilities! The researcher has adopted this subject for study to understand the scenario of education in the year coming in reference to medium of education.

SIGNIFICANCE OF STUDY

The foreign medium has caused brain fag, put an undue strain upon nerves of our children, made them crammers and imitators, unfitted them for original work and thought, and disabled them for filtering their learning to the family or masses. The foreign medium has made our children practically foreigners in their own land. [Mahatma Gandhi, Young India, 1-9-1921] This speech of Gandhiji is the exact the scenario of our current education system. But still the parents are emphasizing on the Foreign (English) Medium Schooling System. This study will help us to understand the attitude of our parents towards the Foreign (English) Medium Schooling System as well as its intensity. This will help us to frame effective educational policy in this direction to guide the youth in proper direction.

OBJECTIVES

- To study the attitude of the parents of the Ahmedabad City & Taluka places towards the Foreign (English) Medium Schooling System compare to Vernacular (Gujarati) Medium Schooling System.
- To study and compare the attitude of rural – urban male and rural – urban female parents towards the Foreign (English) Medium Schooling System.
- To study and compare attitude of rural male – female and urban male – female parents towards the Foreign (English) Medium Schooling System

HYPOTHESES

- There will be no significant difference in attitude of rural – urban male and rural – urban female parents towards the Foreign (English) Medium Schooling System compare to the Vernacular (Gujarati) Medium Schooling System.
- There will be no significant difference in attitude of rural male – female and urban male – female parents towards the Foreign (English) Medium Schooling System compare to the Vernacular (Gujarati) Medium Schooling System.

DELIMITATIONS OF STUDY

- The study is delimited to parents of the Ahmedabad City & Taluka Places; whose children are studying in pre - schooling.

POPULATION OF STUDY

The population of this study was the male and female parents of the Ahmedabad City & Taluka Places; whose children are studying in pre - schooling in the academic year 2014 – 15.

SAMPLE OF STUDY

The researcher adopted descriptive sample survey research methodology. He selected 200 (Two Hundred) parents randomly of Ahmedabad City & Taluka Places; whose children are studying in pre - schooling in the academic year 2014 - 15 [In which 100 male and 100 female parents were included]

Table – 1
Showing the details of sample

Gender	Male Parents	Female Parents	Total
Rural	50	50	100
Urban	50	50	100
Total	100	100	200

DEVELOPMENT OF TOOL

The researcher used the self constructed attitude scale for measuring the attitudes of the parents of the Ahmedabad City & Taluka Places towards the English Medium Schooling System compare to the Gujarati Medium Schooling System. The Likert Type scale was used made up of 25 items, with a five point scale: Strong Agree [5], Agree [4], Neutral [3], Disagree [2] and Strongly Disagree. The questionnaire was tested on 200 respondents.

METHOD OF ANALYSIS

To analyse the data of the study the researcher used the

statistical technique which was independent t – test, which provides implications involving the purpose of statistical significance of difference between attitude of two groups - male and female with reference to selected variables. t – Score was calculated to test the significant difference between mean score.

DATA ANALYSIS AND INTERPRETATION

Hypothesis - 1

There will be no significant difference in attitude of rural – urban male and rural – urban female parents towards Foreign (English) Medium Schooling System compare to the Vernacular (Gujarati) Medium Schooling System.

Table – 2.1

Variable	Type	Number Of Sample	Mean	S.D.	t - Score	Remarks
Gender	Female	100	104.18	10.51	0.35	NS
	Male	100	102.82	10.37		

Note: NS = Not Significant at 0.01 level

Table 2.1 shows that the mean score of the attitude of rural – urban male and rural – urban female parents is 104.18 and 102.82 respectively, S.D. of attitude of rural – urban male and rural – urban female parents is 10.51 and 10.37 and t – score is 0.35, which is insignificant [NS] at both levels. This signifies that the attitude of rural – urban male and rural – urban female parents DO NOT differ on the scores of attitude. Therefore, Hypothesis – 1 is accepted.

Hypothesis - 2

There will be no significant difference in attitude of rural male – female and urban male – female parents towards the Foreign (English) Medium Schooling System compare to the Vernacular (Gujarati) Medium Schooling System.

Table – 2.2

Variable	Type	Number Of Sample	Mean	S.D.	t - Score	Remarks
Area	Rural	100	108.52	10.07	0.45	NS
	Urban	100	104.47	10.98		

Note: NS = Not Significant at 0.01 level

Table 2.2 shows that the mean score of the attitude of rural male – female and urban male – female parents is 108.52 and 104.47 respectively, S.D. of attitude of rural male – female and urban male – female parents is 10.07 and 10.98 and t – score is 0.45 which is insignificant [NS] at both levels. This signifies that the attitude of rural male – female and urban male – female professors DO NOT differ on the scores of attitude. Therefore, Hypothesis – 2 is accepted.

CONCLUSIONS

- The attitude of the parents were found much positive towards the Foreign (English) Medium Schooling System compare to the Vernacular (Gujarati) Medium Schooling System.
- There will be no significant difference in attitude of ru-

ral – urban male and rural – urban female parents towards the Foreign (English) Medium Schooling System compare to the Vernacular (Gujarati) Medium Schooling System.

- There will be no significant difference in attitude of rural male – female and urban male – female parents towards the Foreign (English) Medium Schooling System compare to the Vernacular (Gujarati) Medium Schooling System.

EDUCATIONAL IMPLICATIONS

- Ranging from basic education to secondary education; teaching should be based in vernacular medium (mother tongue). However the student should be taught outstanding English of the higher level.
- In STD: 1 - 3 we may use 'Play Way Method' as well as STD: 4 - 7 we should use 'Structural Function' based books.
- Foreign Friend Groups Through Schools, Story Telling, Self Introduction in English, Play of Drama in English, Showing Movies of Best English Stories, Hearing NEWS in PRAYER, Library of Illustrated Story Books - It's Reading & Group Discussion Method these are such ways for learning better English in Primary Schooling.
- Each school should be equipped with the language lab, where student can learn English step by step: Hearing - Speaking - Reading - Writing.
- Competitive examinations should allow usage of both; Mother tongue and English.

SUGGESTIONS FOR FURTHER RESEARCH

- The present study covers only representative sample of the parents of the Ahmedabad City and Taluka Places. This study shows the tendency of the parents towards the medium of instruction which will lead the future of India.
- The study can be extended to the state level containing more variables for all the districts of Gujarat.

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