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ATTITUDE TOWARDS LEARNING ENGLISH AMONG IX STANDARD STUDENTS



ABSTRACT: -

Education is acquisition of experience throughout life. Experience brings changes in human life and behaviour. Education is for both the acquisition of knowledge and experience as well as the development of skills, habits and attitudes which will help a person to lead a full & worthwhile life in this world. Education is a process of human enlightenment and empowerment for the achievement of a better quality of life. The secondary school English curriculum continues the development of the learning of English in the primary school. To enable students to cope confidently with the English needed in their future studies, workplaces or daily life in a communicate society, the curriculum aims at development of the students. English enables us how to make sense of the world around us through developing a child's ability to knowledge, to reason and to solve communication problems. It enables children to understand and appreciate relationships and pattern in learning and listening and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of English. It promotes in the enjoyment and enthusiasm for learning through grammar activity, exploration and discussion; the influence of the teacher has been

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studied on the attitude towards English. Attitude is really the disposition of an individual to learn and to develop some proficiency in some particular area. A child under the pressure of parents or teachers selecting a professional course will be failure in that area without attitude in that field. So it is the responsibility of teachers and parents to guide their children according to their attitude. Hence this study is undertaken to find out the effect of factors like gender, type of school and locality, on attitude towards English. The problem is stated as "Attitude towards learning English among IX standard students". A sample of 300 students comprising of 150 boys and 150 girls comprising of government, government aided and private schools in Perambalur district were taken for the study. The standardized English attitude scale consisted of 45 items in the form of statements. It has 30 positive and 15 negative items. The attitude of IX standard students towards learning English based on gender were identified. In English attitude behaviour aspects, cognitive aspects, and emotional aspects total score, girls have the favourable attitude than boys towards learning English. In development of there exist no significant difference in English attitude with respect to gender. From the study, it is found that IX standard students from rural and urban area have the same attitude towards learning English. In develop the students studying in government, government aided and private schools differ significantly in emotional aspect. There exists no significant difference in the attitude of IX standard students towards learning English with respect to aspects of English attitude namely behaviour aspect, cognitive aspect, emotional

aspect. With respect to the total score of English there exists no significant difference in English attitude with respect to locality. "The whole purpose of education is to turn mirrors into windows" and too really turn those mirror into windows, adequate amount of learning English language are very essential. When the students can be trained in a manner which best suits his lateralization and based on the learning English language. He/she got a definite chance of shining in the respective field.

KEYWORDS: Attitude, IX Standard Student, English.

IMPORTANCE OF LEARNING ENGLISH

English enables us how to make sense of the world around us through developing a child's ability to knowledge, to reason and to solve communication problems. It enables children to understand and appreciate relationships and pattern in learning and listening and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of English. It promotes in the enjoyment and enthusiasm for learning through grammar activity, exploration and discussion.

- + promotes confidence and competence with words and the letter system;
- + develops the ability to solve communication problems through decision-making and reasoning in a range of words pronunciation;
- + develops a grammar understanding of the ways in which information is gathered and presented;
- + explores features of shape and space, and develop communication skills;
- + Understands the importance of English in everyday life.

Pupil's base line of their attitude towards learning English needs to be continuously observed with information obtained on, where a pupil way of learning level may be adjusted. However the acquired level according to state objectives might be higher in terms of expectations. This gap, where the learners are achieving at present is compared to a desired level of scaffolding. To close the gap, their positive attitude, may provided concrete and semi-concrete learning opportunities to provide background information for them to meet their desired goals.

- By asking sequential questions leading the learner to the desired level of achievement.
- By guiding pupils to work collectively to achieve the necessary knowledge and skills needed for higher level of achievement and positive attitude.

NEED FOR THE STUDY

- In every class there are three types of students: i) those that never perform very well, ii) those who never perform well, iii) those who can perform well. But do not fare well actually. The pupils of the third category may have the general intelligence to do well, but owing to several factors, they do not fare well in English. The influence of the teacher on the pupil is not confined to imparting of subject knowledge alone, but goes further to play a part in the total development of the child.
- The influence of the teacher has been studied on the attitude towards English. Attitude is really the disposition of an individual to learn and to develop some proficiency in some particular area. A child under the pressure of parents or teachers selecting a professional course will be failure in that area without attitude in that field. So it is the responsibility of teachers and parents to guide their children according to their attitude. Hence this study is undertaken to find out the effect of factors like gender, type of school and locality, on attitude towards English.

OBJECTIVES OF THE STUDY

- + To identify the attitude of IX standard students towards learning English.
- + To find out whether there is any significant difference in the attitude towards English with respect to gender, locality, and type of school.

SCOPE OF THE STUDY

- 1.The present investigation is an attempt to study the attitude of IX standard students towards learning English. The attitude may differ from person to person.
- 2.If we compel anybody to work in which one does not have good attitude towards it. Then it may be the root cause for many problems. This study gives valid information on the attitude of IX standard students towards learning English in various aspects.

AREA OF INVESTIGATION

The investigator selected high schools in and around Perambalur area for the study. The sample collected for study consists of boys and girls from rural and urban area.

SELECTION OF THE METHOD

The survey is conducted to know the “Attitude towards learning English language among IX standard students”.

TOOLS USED IN THE PRESENT STUDY

The investigator made use of 5 points rating scale which was designed by Mohamad Jafre Zainol Abidini and Majid pour-Mohammadi in the year 2012 on the topic “Attitude towards English scale”. The following tool is used in the study by the investigator.

- a. Personal data sheet
- b. Attitude towards English Scale

ANALYSIS AND INTERPRETATION

TABLE 1: ATTITUDE SCORES OF IX STANDARD STUDENTS TOWARDS LEARNING ENGLISH BASED ON TYPE OF SCHOOL

ASPECTS	TYPE OF SCHOOL						F
	GOVERNMT (N ₁ =100)		GOVERNME AIDED (N ₂ =100)		PRIVATE (N ₃ =100)		
	M ₁	SD ₁	M ₂	SD ₂	M ₃	SD ₃	
Behavior aspect	61.83	5.44	61.72	4.66	62.01	5.61	0.13@
Cognitive aspect	60.03	6.82	60.45	6.12	61.17	5.30	0.96@
Emotional aspect	61.57	4.79	60.46	4.74	62.01	5.06	2.68**

@Not significant & **Significant at 0.01 level.

Table-1 reveals that students English attitude towards behaviour aspects, cognitive aspects, emotional aspects are found to be not significant with respect to type of school. Hence the stated hypothesis that, “there is no significant difference in behaviour aspects, cognitive aspects of IX standard students towards learning English with respect to type of school” is accepted.

Government, government aided and private schools students differ significantly in emotional aspect of English attitude. And also they show significant difference in the total score of English attitude. Hence the hypothesis stated “there is significant difference in emotional aspects of IX standard students towards learning English with respect to type of school” is rejected.

From the above table private schools have more exposure on learning English but for the government

and government aided have less exposure towards learning English language. Hence the hypothesis stated “there is significant difference in emotional aspect of IX standard students learning English with respect to types of schools” is rejected.

TABLE 2: ATTITUDE SCORES OF IX STANDARD STUDENTS TOWARDS LEARNING ENGLISH IN RELATION TO THE EMPLOYMENT OF FATHER

Employment of Fathers'	N	Mean	SD	t-value
Employed	195	183.93	10.92	0.75
Unemployed	105	182.88	11.70	

Table-2 shows that the calculated t-value is 0.75 which is not significant. Hence the hypothesis “there is no significant difference in the attitude of IX standard students towards learning English in relation to employment of parent's” is accepted. It indicates that the employment of father did not influence the attitude of IX standard students' towards learning English.

TABLE 3: ATTITUDE SCORES OF URBAN AND RURAL IX STANDARD GIRLS TOWARDS LEARNING ENGLISH

Locality	N	Mean	SD	t-value
Urban	58	183.96	10.41	0.043
Rural	92	183.89	9.56	

Table-3 depicts that the calculated t-value is 0.043 which is found to be not significant. Hence the stated hypothesis “there is no significant difference in the attitude of IX standard students towards learning English with respect to urban and rural girls” is accepted. This shows that urban and rural IX standard girls have the same attitude towards learning English.

SUMMARY OF THE FINDINGS

1. The attitude of IX standard students towards learning English based on gender were identified. In English attitude behaviour aspects, cognitive aspects, and emotional aspects total score, girls have the favourable attitude than boys towards learning English. In development of there exist no significant difference in English attitude with respect to gender.
2. From the study, it is found that IX standard students from rural and urban area have the same attitude towards learning English. In development of there exist no significant difference in English attitude with respect to locality.
3. The students studying in government, government aided and private schools differ significantly in emotional aspect. There exists no significant difference in the attitude of IX standard students towards learning English with respect to aspects of English attitude namely behaviour aspect, cognitive aspect, emotional aspect. With respect to the total score of English. Attitude there was no significant difference between government, government aided and Private school students towards learning English.
4. There is exists no significant difference was found between the English attitude of students with regard to the educational status of fathers.

RECOMMENDATIONS

For Institution

- Institutions and their management should organize counseling programmes for the students through which they can overcome their problems.

- ✦ Regular study class can be organized to develop our English knowledge.
- ✦ Institution can collect feedback from the students through teachers regarding the grievances they face which leads them to more stress.

For Teachers

- ✦ Teachers are role models should help the students to overcome the problems
- ✦ Teachers should build up learning English language among students.
- ✦ Teacher can give group project which will improve their communication.
- ✦ Teachers can conduct competitions inside the classroom to overcome the monotony in the class.
- ✦ Teacher should be a friend, philosopher and guide.
- ✦ A teacher can observe the behavioral change in the students, which can be informed immediately to their parents.

For Parents

1. Parents should take care in building up the total development of their child's education.
2. Parents should motivate their children's education.
3. Parents should keep-in touch with the teachers to know about their children's character and behavior and sociability.
4. Parents should always be affectionate top their children which will improve their communication.

For Students

- ✦ Students should be opening minded to learn about English language.
- ✦ Students must set their goal and keep shaping themselves in order to be successful in their choice of learning.
- ✦ Students learning interest shall not be deceived by prejudice, and a prey to their learning English.

CONCLUSION

As discussed during the introduction, "the whole purpose of education is to turn into mirrors into windows" and too really turn those mirror into windows, adequate amount of learning English language are very essential. When the students can be trained in a manner which best suits his lateralization and based on the learning English language. He/she got a definite chance of shining in the respective field.

In today's competitive world, every little step taken towards the betterment of students is a great leap in the field of education. Understanding learning English language could just be one such leap. Let us sincerely hope that that radical change in our educational field are just round the corner and should hit the deck anytime soon. This would provide both the teachers and students a very joyful learning.

Each child belonging to different culture, race, socio-economic status, gender and age deserves to have an equal opportunity to be successful in school. Knowing each students capacity, talent and interest is essential for providing successful learning opportunities. Teaching students and making them learn in a whole brained manner and guiding them into the area where likely to find the greatest job satisfaction enhance their knowledge and validate successful future of every student's.

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