



## ATTITUDINAL VARIATIONS AMONG TEACHERS DIFFERING IN GENDER AND LOCALITY IN REGARD TO TEACHING IN ENGLISH MEDIUM

P. Naresh Kumar<sup>1</sup> and Dr. G. Padma Tulsi<sup>2</sup>

<sup>1</sup> Research Scholar, Centre for Research Studies,  
Krishna University.

<sup>2</sup> Research Supervisor, Centre for Research Studies,  
Krishna University.



### ABSTRACT:

*The present problem of research is of the category demanding solution at the earliest to smoothen the process of innovation launched in the field of education. The study is set in motion by conceptualizing that the implementation of the educational policy, that is starting English medium classes parallel to Telugu medium in Government high schools, is facing rough weather because of not so healthy attitude of teachers to teach English medium. It is critical but unexpected. The researcher targeted the teacher population in government high schools and studied their nature of attitude towards teaching in English medium with the help of a valid instrument designed for the purpose. It is reported that attitude towards teaching in English medium is neutral for the total population, but positive for women teachers. Similarly the teachers in government high schools are positive in their attitude, while those in government zilla parished high schools and government society high schools are neutral. The researcher discusses at length the major outcomes.*

**KEYWORDS:** Attitude, English medium, categories of government high schools.

### INTRODUCTION:

It is said, 'the speech most shows a man', as 'speech is capable of revealing the speaker's intellectual prowess, moral disposition, value orientation', etc. Along with this if other manifestations such as physical actions, emotional dispositions, participation in professional / occupational activities, involvement in creative / leisure time activities, etc are also observed of that individual, one can easily portray the attitude of that person towards people of different categories, activities of different kinds and views about the happenings in the world etc. That is, the attitude of a person towards anything in the world, be it abstract or concrete, is identifiable and measurable. Nevertheless, the role of such an easily observable characteristic is manifold, and its influence on the individuals pervades, time and space. It is a potent factor for enriching the lives of the people of the Globe, differing in race, colour, language and religion.

### DISTINCTIVE FEATURE OF ATTITUDE

According to Richard, M. Perloff (2016) 'attitude is a psychological construct, a mental and emotional entity, that is inherent in or characterises a person'. It indicates that attitude is complex and acquired through life experiences. Allport Gordon (1935) describes attitude as 'the most distinctive and indispensable concept in contemporary social psychology'. In his words 'an attitude is a mental and neural state of readiness, organised through experience, exerting a directive, or dynamic influence upon the individual's responses to all objects and situations with which it is related'. It is further clarified and elaborated by Voget, T. Bohnerg and Wanke, M. (2014) as a factor 'that may influence the attention to

attitude objects, the use of categories for encoding information and the interpretation, judgment and recall of attitude – relevant information'. It is learnt therefore, attitude is a tendency to react positively or negatively to a person, or an object of circumstances. Moreover, the explanation offered by Rosenberft and Hovland (1960) regarding the structure of attitude is worth noting here. It is tripartite in nature, structured by Three components – Affective, Behavioural and Cognitive. Shortly, it is said to be formed of ABC constructs.

### HUMAN LIFE AND POSITIVE ATTITUDE

The distinctive nature of attitude gets widened when the concept is split into positive and negative. According to Jeanose San Pascaul (2015) 'the only disability in life is a bad attitude'. However the absence of negativity alone does not help a person, rather he has to form positive attitude by altering his negative attitude. The formation of positive attitude involves the development of personality traits - caring, confident, patience and humble. The persons of positive attitude have high expectations of themselves and others. A person with a positive attitude is like a fruit of all seasons. He is always welcome. The following are the positive outcomes recorded in the life of a person of positive attitude:

Increased productivity	Better Teamwork	Quicker problem solving
Improved personal qualities	Maintaining congenial atmosphere	Promotes loyalty among workers.
Maintains better relationships with all	Serves as an agent of stress reduction	Develops social orientation in others.
Manifests pleasing personality.		

(<sup>1</sup>Retrieved).

### PROBLEM STATEMENT

Education is no more a private property, it is meant for all. However, access to quality education is not yet assured equally to all. The game of securing quality education is a never ending one in all the regions of our country. In some of the states, the regional governments with regional political parties have taken utmost efforts to clear the barriers blocking the way to provide quality education to the poor and deprived community children. In this context, one may be reminded of what actually people mean by quality education, and what price they are prepared to pay for such an education which the wealthy boast of.

There are so many categories of schools offering education to people in all the states. However, in almost all the states, two types of schools – one run by Government, and the other run by private bodies – are diagonally different in all aspects, yet they stand shoulder to shoulder in number and in enticing the student population at the top of the economic ladder and at the bottom. The economically elite population prefers private schools where English is the medium of instruction and the economically down trodden are sheltered in Government schools having regional language as the medium of instruction. Realizing the status and demand for English medium schools, the bigwigs jumped into education business by starting chain of English medium schools throughout the state, in certain cases all over the country. The mushroom growth of English medium schools in nook and corner of towns and cities is unstoppable. As a result, the poor people have been pushed to the extent of selling their lands, cattle, pledging their bits of gold, and mortgaging or selling their only dwelling place for placing their children in an English medium school. Such a development enabled only the exploiters to fill their coffers. No promised academic development occurred. The changed Government policies in certain states, and the modified Government regulations have not brought in the desired changes in leveling the inequalities existing between regional language and English medium schools.

When most of the regions were in a state of flux over this educational issue, the state of Andhrapradesh came out with an ordinance in 2015, and successfully introduced English medium

classes parallel to Telugu medium classes in all Government high schools, Government zillaparished high schools and Government society high schools. It opened the door of equality, and let the downtrodden enter the portals of freedom to quality education. However the happiness, the ordinance of 2015 brought, does not seem to last long, because of the practical difficulties arising from different quarters. Among several of them, what pressing most is the one from the side of teachers. One may understand from the behaviour of teachers of English medium classes, that some of them do not have proper attitude towards teaching in English. Psychologically a teacher of English medium cannot do justice to his / her work without a proper attitude towards teaching in English. As the Research scholar is a secondary school teacher exposed to the problem of teaching in English, it becomes obligatory for him to investigate the nature of attitude towards teaching English medium in Government high schools, Government zillaparished high schools and Government society high schools in Prakasam district, Andhrapradesh.

### OBJECTIVES

The purpose of the present research is made explicit by the following objectives stated for realization:

- ✓ To find the nature of Attitude formed by Government high school teachers working in Prakasam district, Andhra Pradesh towards teaching in English medium.
- ✓ To find the nature of Attitude towards teaching in English medium of Government secondary school teachers of different Gender, and different Type of management.
- ✓ To find the significance of difference between Government high school teachers of different Gender and among teachers of different Type of management in their Attitude towards teaching in English medium.

### HYPOTHESES

- ✓ Government high school teachers working in Prakasam district,, Andhrapradesh are negative in their Attitude towards teaching in English medium.
- ✓ Government secondary school teachers of different Gender, and different types of management are negative in their Attitude towards teaching in English medium.
- ✓ There is no significant difference between male and female teachers, and among teachers in Government high schools, Government Zilla parished high schools and those in Government society high schools.

### POPULATION

All the high school teachers working in different categories of Government secondary schools in Prakasam district, Andhrapradesh form the population of the study.

### SAMPLE

It is proposed to take 15% of the population by stratified random sampling technique to form the sample of the study.

### RESEARCH TOOLS

- ✓ Attitude towards Teaching in English Medium Scale – prepared and validated by the Research scholar and Research supervisor.
- ✓ Information Blank – prepared by the Research scholar and Research supervisor.

### NEED AND SIGNIFICANCE

In order to tone up the quality of education from the grass root level, the Government of Andhrapradesh has taken several measures of which one is the policy decision to give priority to English medium of teaching and learning in par with that of mother tongue. The researcher views this historical change in the education system of the Andhrapradesh Government as a bold step to break

away from conventionalists school of thought and usher in an era of modernization in true spirit and style, for closing down the yawning gap pressing between the privileged and the under privileged in the realm of education. In one stroke the Government of Andhrapradesh have assured 'quality education' to all, and laid the foundation for laying the 'road of modern education'. Therefore, further progress on this line is possible only with the support of higher level researches to be done in this area. The present study, it is certain, will be of some significance for contributing relevant information to take 'modernization' in education on the right line.

On another count also the present research is significant, for the research scholar and the research supervisor have fulfilled the need for a valid data collecting instrument to assess the teachers' attitude towards teaching in English medium. Moreover, the findings emerging from the testing of hypotheses relating dependent variable with demographic variables will provide basic data necessary for developing a data base exclusively for Andhrapradesh in this regard.

## DATA ANALYSIS

### Hypothesis 1

*Government secondary school teachers working in Prakasam district, Andhrapradesh are negative in their Attitude towards teaching in English medium.*

**Table 1**

**Level of attitude towards teaching in English medium of Government secondary school teachers**

Variable	N	Positive		Neutral		Negative	
		N	%	N	%	N	%
Attitude towards teaching in English medium	250	83	33.2	94	37.6*	73	29.2

*\* indicates the level of attitude towards teaching English medium*

### Hypothesis 2

*Government secondary school teachers of different Gender, and different types of management are negative in their Attitude towards teaching in English medium.*

**Table 2**

**Level of attitude towards teaching in English medium of secondary school teachers in terms of gender and type of school management**

Demographic Variable	Category	N	Positive		Neutral		Negative	
			N	%	N	%	N	%
Gender	Male	120	37	30.83	49	40.83*	34	28.33
	Female	130	52	34.66*	50	33.33	48	32.0
Type of school management	Government	92	34	36.95*	30	32.6	28	30.43
	Zilla Parishad	81	29	35.80	31	38.27*	21	25.92
	Society	77	24	31.16	30	38.96*	23	29.87

*\* indicates the level of attitude towards teaching English medium*

### Hypothesis 3

*There is no significant difference in Attitude towards teaching in English medium between male and female Government secondary school teachers.*

**Table 3**  
**Difference in Attitude towards teaching in English medium between male and female Government secondary school teachers**

Variable	Gender	N	Mean	S.D	Calculated 't' Value	'p' Value
Attitude towards teaching in English medium	Male	120	94.26	9.29	3.69	0.00**
	Female	130	98.64	9.41		

\*\* significant at 0.01 level

#### Hypothesis 4

There is no significant difference in Attitude towards teaching in English medium among teachers in Government high schools, Government Zilla parished high schools and those in Government society high schools.

**Table 4**  
**Difference in Attitude towards teaching in English medium among secondary school teachers in terms of type of school management**

Variable	Type of school	Mean	Calculated 'F' Value	'p' Value
Attitude towards teaching in English medium	Government	98.48	5.57	0.00**
	Zilla parished	95.79		
	Government Society	94.64		

\*\* significant at 0.01 level

#### FINDINGS

The followings are the findings deduced from statistical analysis of the data:

- ✓ On testing the nature of *Attitude towards teaching English medium* of teachers in Prakasam district of Andhrapradesh, it reveals that they are **neutral** in their *Attitude towards teaching English medium* (37.6%).
- ✓ While the data were analysed in terms of their Gender, it was noted that the Male teachers are **neutral** in their *attitude towards teaching English medium* (40.83%); whereas the females are **positive** (34.66%). Type of school management wise analysis has shown that the teachers working in Government high schools are **positive** in their attitude towards teaching English medium (36.95%); but the teachers working in Government zilla parished (38.27%) and Government society (38.96%) high schools are **neutral** in this aspect.
- ✓ On testing the significance of difference between Male and Female teachers in their Attitude towards teaching English medium, it is found that **female** teachers are found to be **significantly higher** in their attitude than the **male** teachers.
- ✓ In the case of type of school management, **significant difference** is observed in the Attitude towards teaching English medium among the teachers working in different categories of Government management high schools. Government high school teachers are found to be **significantly higher** in their Attitude towards teaching English medium than their counterpart teachers.

#### DISCUSSION

The major findings of the study is sure to gladden the hearts of educationists, and policy makers, as the high school teachers' attitude towards teaching in English medium is neutral against the assumption negative. The hearsay information coming from actual working spots through students,

parents, educational officers, school authorities may not be as rosy as everybody wishes. The mundane activities when affected for want of small or petty things, make people on the spot irritate, and when they are taken to the ears of high ups, they become the cause for their fume and fury. All such daily occurrences mount up to the extent that the burdensome work of the teachers is vandalized and cast to the air to be a gossip in the mouth of the public. Now the academic may give a sigh of relief, as the target population is not against the introduction of English medium in Government schools. Further, the neutral attitude towards teaching in English medium may be due to the 'teething problems' the department of education may be facing while functionalizing the already prepared and distributed resources in the hands of school authorities and teachers. The art of utilizing the needed skills, and practicing the theoretically understood information in actual situations may not have got strengthened in teachers, inducted for the first time to teach in English.

However the nature of attitude identified in teachers may not be attributed to a single factor. The gender wise analysis of data has shown that the male teachers are neutral in their attitude towards teaching in English medium, while their counterpart female teachers are positive in their attitude towards teaching in English medium. It indicates that all is not that well, and all is not that poor. Infrastructure facilities are there but may not be ideal; and resources and sources for teaching as required are provided, but may not be at the right time and in the right situation. It is the individuals' effort and inclination to grasp the opportunities, and avail whatever available, that matters more than one's calibre in the field, and the status in the society. This is what one can infer from the standing of women teachers in their attitude towards teaching in English medium, contrast to that of males.

Further on comparing male and female teachers statistically in respect of their attitude towards teaching in English medium, it is found that female teachers are significantly better in their attitude towards teaching in English medium than the male teachers. Naturally, women teachers win appreciation from all quarters, as they swim successfully along with the current. But at the same time, the male teachers are not badly handicapped. A little awakening in them will certainly place them along with female teachers. It is in the hands of the authorities to pull them up to be in par with their counterparts, by inducting them in specially organised workshops on 'Attitudinal transformation', 'Attitudes and life orientation', etc. Moreover, special lectures may be organised for them on topics such as 'Change the attitude and win your life', 'Teacher as attitude builder', etc.

As Gender seems to wield influence in forming attitude towards teaching English medium, the Type of school management has also emerged as a factor deciding the formation of one's attitude. Of the three types of schools studied, Government high school teachers have shown positive attitude towards teaching in English medium, whereas the Government zilla parished high schools and Government society high school teachers have recorded 'neutral' in their attitude towards teaching in English medium. The geographical location of schools, the closeness they enjoy with the Government sources, and the flourishing of academicality, in all these three categories of schools go in favour of Government high schools which are directly under the purview of the state Government. They are not only the eyes and ears of the Government, they serve as its voice too. Certainly therefore, their environments would be not less than the ideal. As is the environment, so is the experience of the human resources laboring there. Consequently the educational sharing among the stake holders need to be sumptuous. All these tantamount to prove the validity of triple E theory of attitude – Environment; Experience and Education, in the present study, by exalting the nature of attitude of Government high school teachers over and above the other two categories of teachers as confirmed in the differential analysis. In the light of the discussion about the nature of attitude of Government school teachers, one could easily discern, what the other two categories of schools demand to equip their teachers manifest positive attitude towards teaching in English medium.

The researcher concludes thus, that the present study is just a short survey to serve as a forerunner to undertake a more detailed and indepth one in similar area. The reported findings and interpretations may help the concerned authorities to take further steps in this regard, and motivate fellow researchers to get still more vitalized.

## REFERENCES

- Allport Gordon (1935). Attitudes, in A Handbook of Social Psychology, ed. C. Murchison. Worcester, MA: Clark University Press, 789–844.
- <https://www.linkedin.com/pulse/20140828143228-46808376-importance-of-attitude>
- Jeanose San Pascaul (2015). Why Attitude Is The Most Important Thing In Success. <<https://thoughtcatalog.com/jeanne-san-pascaul/2015/02/why-attitude-is-the-most-important-thing-in-success/>>
- Richard, M. Perloff (2016). The Dynamics of Persuasion: Communication and Attitudes in the Twenty-First Century, Routledge,
- Rosenberft and Hovland (1960). "Cognitive, Affective and Behavioral Components of Attitudes." In M. J. Rosenberg, C. I. Hovland (eds.), Attitude Organization and Change: An Analysis of Consistency Among Attitude Components. New Haven: Yale University Press
- Voget, T. Bohnerg and Wanke, M. (2014). *Attitudes and attitude change*. Psychology Press.