



BOARDING SECONDARY SCHOOL TEACHER'S ATTITUDE AND THEIR STUDENT'S INTEREST TOWARDS ENGLISH LANGUAGE LEARNING



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ABSTRACT

The aim of the study is to find out boarding secondary school teacher's attitude and their student's interest towards English language learning. For this purpose the sample was selected from different boarding schools of Mysore district in Karnataka State. The sample consisted of 50 boarding secondary school students from both rural urban areas. The standardised test was administrated for data collection. T-test, standard deviation were used to analyse the data.

KEY WORDS: *Secondary School Teacher's Attitude and Boarding Secondary School Student's Interest.*

INTRODUCTION

Education is an essential human virtue. Education is a sign of superiority. Education bestows immense benefits upon a person. On one hand education develops personality of an individual in all fields and aspects making him intelligent, learned, bold, courageous and possessing strong good character, on the other hand it contributes to growth and development of society. In Rigveda, education has been understood as something which makes a man self-reliant and selfless.

Secondary education is an important stage of education. Its purpose is to prepare children to enter into adolescent stage and to prepare them for higher education. Teachers are centre to any consideration of school, and a majority of education quality discussion focus directly or indirectly on the role of teachers. Teacher's attitude places a pivotal role in the participation of students in school activities and their performance. Learning of English, a foreign language, is really associated with certain special problems. The teaching of English itself is a many sided problem. The teacher of English who has to face these problems should be familiar with the nature and scope of these problems and should know how best to organize his teaching at various level.

The language is a means through which a child contemplates the past, grasps the present and approaches the future. The important thing in language is that it is 'acquired' and not 'inherited'. The foremost objective in teaching language is to help learners to develop abilities to communicate with the society around us and to understand and make use of spoken and written communication. English is a compulsory subject of study at the secondary school in all the states in India. English thus occupies a significant position in the school curriculum as all other subject.

NEED AND IMPORTANCE

The present age is the age of science and technology. People in various stage are making use of the computer and are grabbing information through internet and email services. So English plays an important role in the modern era. Hence in the changing scenario of the world, it is very essential to acquaint the future citizen with the knowledge of English. It is necessary to enrich our children with the English knowledge and cultivate self interest in this language. It is also to be noted that foundation for good achievement must be laid at an early stage of secondary school level itself. So growing child



might develop the sound knowledge of English and good study habit.

REVIEWS

Secondary education stage is an important stage of education. Its purpose is to prepare children to enter into adolescent stage and to prepare them to enter the world of work or the stage of college education which is also known as higher education or tertiary education or university education.

Attitudes of teachers towards the teaching profession and other educational components and practices have been engaging the attention of many researchers for a long time. Mastin (1963) studied 'Teacher enthusiasm' and concluded that the attitude which teachers appear to have towards the topic, materials and ideas which they presented to their classes did influence the factual learning of the pupil in their classes and the attitude of the pupil towards the topic, material and ideas respectively.

Reddy (1981) carried out a study of the attitude of teacher – training towards internal assessment and concluded that the student teachers, in general had positive attitude towards internal assessment.

Chatterji S., Mukherjee M and Banerjee S N (1971) studied the effect of socio economic factors on the scholastic achievement classes such as income, parent's education, family size, general condition of the home upon the school achievement. The interest level of student as measured using non language test of verbal interest socio economic status of subjects was collected through a questionnaire. Annual examination marks in English and Bengali the total marks in the subjects were considered the mean use of achievement. The intelligence test scores were converted into Stanine grades. They were divided into three groups low, average and high. Findings were the economic conditions of the family seemed to have no effect upon the scholastic achievement in all the interest groups, interest level of student had a great positive impact on achievement, family size had a positive relation with achievement.

Gupta O V (1977) studied about intelligence, creativity, interest and frustration as functions of class achievement, sex and age. The objectives were to provide cross-cultural studies in scholastic achievement, sex, age wise profiles of intelligence, creativity, interest and frustration. The sample comprised 240 students which were collected through the use of the stratified random sampling technique. Out of 240 students 120 were male and 120 were female. The findings were: Scholastic achievement promoted intelligence both in boys and girls;

scholastic achievement promoted creativity and its component. Scholastic achievement promoted literary and demoted sports interest in boys whereas it demoted literary interest and promoted sports interest in girls. Scholastic achievement demoted household interest. Interests were sex prone. Fine arts, literature, medical, household were feminine but agriculture, technical craft were masculine. Outdoor interest was masculine up to 15 years and feminine afterwards.

OBJECTIVES OF THE STUDY

- To study the rural boarding secondary school male and female teacher's attitude towards English Language
- To study the urban boarding secondary school male and female teacher's attitude towards English Language
- To study the rural boarding secondary school male and female student's interest towards English language learning
- To study the urban boarding secondary school male and female student's interest towards English language learning

HYPOTHESIS OF THE STUDY

- ↻ There is no significant difference between rural boarding secondary school male and female teachers attitude towards English Language
- ↻ There is no significant difference between urban boarding secondary school male and female teachers attitude towards English Language
- ↻ There is no significant difference between rural boarding secondary school male and female students interest towards English Language learning
- ↻ There is no significant difference between urban boarding secondary school male and female students interest towards English Language learning

VARIABLES OF THE STUDY

- Teacher's Attitude
- Student's Interest

SAMPLE OF THE STUDY

The study was carried on a sample of 50 rural and urban boarding secondary school student's interest towards English language learning and teacher's attitude towards English language. The sample was selected using proportionate stratified sampling technique for ensuring the representation of the population.

TOOLS

Tools used for the study are

- * 3 point interest scale
- * Teacher's (Mysore) attitude scale

METHODOLOGY OF THE STUDY

The researcher adopted descriptive research survey method. Research design signifies the questions to be investigated the process of sample selection, methods

of procedure to be followed and measurements to be obtained and comparison of other analysis to be made.

STATISTICAL TECHNIQUES

The data was computerised and analysed for two statistical techniques.

1. Mean
2. t-test

DATA ANALYSIS

Table I:-

There is no significant difference between rural boarding 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		21.29			

It is evident from Table I that rural boarding secondary school male and female teacher's difference in mean value is 3.74. But there is not much of difference of ST value 8.64. Hence as per the mean and ST values of rural secondary school male and female teachers attitude

is not significant hence the hypothesis is accepted and concluded that there is no significant difference between rural boarding secondary school male and female teachers attitude towards English language.

Table II:-

There is no significant difference between urban boarding 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		7.73			

As per Table II urban boarding secondary school male and female teachers' attitude difference in mean value is 10.12 and difference of ST value is 15.49. Hence the hypothesis is accepted and concluded that there is no

significant difference between urban boarding secondary school male and female teacher's attitude towards English language.



Table III

There is no significant difference between the rural boarding secondary school male and female students interest towards English language learning

Area	Sex	N	Mean	Difference	S D	Difference	t value	Significant
Rural	Male	25	111.21	-3.46	9.40	6.30	-2.13	0.034
	Female	25	114.67		15.70			

As per Table III, rural boarding secondary school male and female students difference in mean value is 3.46 and difference of SD value is 6.30 and t value is 2.13 hence the hypothesis is accepted and concluded that

there is no significant difference between rural boarding secondary school male and female students interest towards English language learning.

Table IV

There is no significant difference between urban boarding secondary school male and female students interest towards English language learning

Area	Sex	N	Mean	Difference	S D	Difference	t value	Significant
Urban	Male	25	110.83	-2.83	11.853	0.440	-0.996	0.321
	Female	25	112.66		11.413			

As per Table IV, urban boarding secondary school male and female students' difference in mean value is 2.83 and difference of SD value is 0.440. Hence the hypothesis is accepted and concluded that there is no significant difference between urban boarding secondary school students interest towards English language learning.

CONCLUSION

From the present study it is concluded that both rural and urban boarding secondary school male and female teachers attitude towards English language is same and its influence on the rural and urban boarding secondary school student's interest towards English language learning

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