



## ATTITUDE OF INTERMEDIATE STUDENTS TOWARDS ENGLISH LANGUAGE

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### Abstract

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*The present study is to examine intermediate students' attitudes toward the English language in relation to some demographic factors. A sample of 500 intermediate students studying in Guntur City of Guntur district was selected by using a stratified random sampling technique. Attitude towards Learning English Language Scale was developed and standard by Abidin, M. J. Z. et al. (2012). It has 45 statements and 15 negative and 30 positive statements were included. The items were given a likert scale with three possible outcomes: Agree, Neutral, and Disagree. The reliability coefficient of correlation ( $r$ ) was found to be 0.878 by using the Spearman-Brown Prophecy Formula. The findings of the research showed that Gender of intermediate students makes no significant difference in the attitude of towards the English language. Locality of intermediate students makes no significant difference in the attitude of towards the English language. Management of intermediate students makes no significant difference in the attitude of towards the English language.*

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### Introduction

Education is a potent instrument that aids in changing a child's behaviour to suit the demands and expectations of society. The pedagogy of teaching second language should take into account the fact that student attitudes are a crucial part of learning. It is thought that attitudes toward learning affect behaviours like choosing and reading books, speaking a foreign language, etc. If students approach any subject with a positive mind-set, they can accomplish a lot in that particular area, especially in schooling. The environment in which the pupils were raised has an impact on how students learn languages. The success of language learning is significantly impacted by attitudes, both positive and negative. The individual's views about the results or qualities of acting in a certain way (behavioural beliefs) are weighted by judgments of those results or qualities to determine attitude. Therefore, a person who strongly believes that engaging in the behaviour will lead to favourably valued outcomes will have a positive attitude toward the behaviour, in contrast to a person who strongly believes that engaging in the behaviour would lead to negatively valued outcomes. These three perspectives can be used to view the attitude idea. The qualities of each of these factors contribute differently to the language attitude outcomes. As a result, there are three parts to the attitude concept:

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behavioural, cognitive, and affective. These three dimensions of behaviour are based on the behaviourism, cognitivism, and humanism schools of thought, respectively. The researcher put effort into this study as a result. Given that English has become a key competency area, it is crucial to investigate the level of student attitudes regarding the language. It's critical to research various English learning strategies. Comprehension level of intermediate students in English and their attitude towards study has become the need of the hour. For students, high school is a crucial period since it exposes them to a lot of competition and acts as a launching pad for furthering their education. They are aware of the value of English and how it will primarily benefit them in their future academic and professional success. The students find it challenging to comprehend English. As a result, the researcher believes that activities in the classroom related to the study of English should assist students to adopt a positive attitude toward the subject and foster a greater enthusiasm for learning it.

### **Statement of the Problem**

*“Attitude of Intermediate Students towards English Language”.*

### **Objectives of the study**

- To study the attitude of intermediate students towards the English language due to variation in gender.
- To study the attitude of intermediate students towards the English language due to variation in locality.
- To study the attitude of intermediate students towards the English language due to variation in management.

### **Hypotheses of the study**

- Intermediate students don't make a significant difference in their attitude towards the English language due to variation in their gender.
- Intermediate students don't make a significant difference in their attitude towards the English language due to variation in their locality.
- Intermediate students don't make a significant difference in their attitude towards the English language due to variation in their management.

### **Methodology of the Study**

The descriptive survey research design was applied to this investigation. There is a population for current research among intermediate students in the Guntur. A stratified random selection method was used to choose a sample of 500 intermediate students. Attitude towards

Learning English Language Scale developed and standardized by Abidin, M. J. Z. et al. (2012) was used to collect data for this investigation. There were 45 items total that dealt with linguistic attitudes from a behavioural, cognitive, and emotional stand point. In total, 15 negative and 30 positive statements were included. The items were given a Likert scale with three possible outcomes: Agree, Neutral, and Disagree. The reliability coefficient of correlation (r) was found to be 0.878 by using the Spearman-Brown Prophecy Formula. The data in this research were analysed using the following statistical methods: mean, standard deviation, percentage, and critical ratio.

### Analysis of Data and Interpretation of Results

#### Data Analysis:

**Table-1: The Mean Score of Attitude towards the English Language Based on Gender**

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Gender	Male	250	62.44	8.62	1.07#
	Female	250	61.61	8.72	

# Not Significant at 0.05level

The C.R. value (1.07) is lower than 1.96 at a 0.05 level of significance. Therefore, the null hypothesis is accepted. The gender of Intermediate Students does not make a significant difference in their attitude toward English language.

**Table -2: The Mean Score of Attitude towards the English Language Based on locality**

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Locality	Rural	250	58.88	11.61	0.75#
	Urban	250	59.62	10.25	

# Not Significant at 0.05 level

The C.R. value (0.75) is lower than 1.96 at a 0.05 level of significance. Therefore, the null hypothesis is accepted. The locality of living of Intermediate Students does not make a significant difference in their attitude toward English language.

**Table -3: Emotional Maturity of Intermediate Students – Type of management - Mean - SD - C.R.**

Variable	Sample	Sample size (N)	Mean	S.D.	C.R.
Type of management	Govt.	250	61.36	11.73	1.29 #
	Private	250	62.64	10.38	

# Not Significant at 0.05 level

The C.R. value (1.29) is lower than 1.96 at a 0.05 level of significance. Therefore, the null hypothesis is accepted. The type of management of Intermediate Students does not make a significant difference in their attitude toward English language.

### **Findings of the study**

- Gender of intermediate students makes no significant difference in the attitude of towards the English language.
- Locality of intermediate students makes no significant difference in the attitude of towards the English language.
- Management of intermediate students makes no significant difference in the attitude of towards the English language.

### **Educational Implications**

Language learning requires a supportive psychological learning environment, and deficiencies are seen as a normal component of learning the English language. Teachers can significantly help students to create a positive attitude towards studying English by building friendly relationships with them. To encourage pupils to learn English more effectively, teachers should emphasize how crucial English is for future jobs. Parents and educators should always encourage students to read books, newspapers, and periodicals that are written in English.

### **Suggestions for the Further Study**

- Larger sample size can be used for a similar investigation.
- It is also possible to conduct a comparative study between various organizations.
- It is also possible to conduct a comparison between secondary and higher secondary educational institutions.

### **References**

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