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ATTITUDE OF STUDENTS TOWARDS LEARNING TELUGU AT SECONDARY LEVEL

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ABSTRACT

It is important to determine attitude of students towards learning Telugu at secondary school level in Tirupati. For this purpose, such a study was conducted at secondary school level. In addition, the extent to which such variables as mother tongue are determinative in this context has been examined. The objective of this study is to find out the significance of the difference between the attitude of English and Telugu medium students towards learning Telugu. The study also to find out the significance of the difference between the attitude of male and female students towards learning Telugu. The researcher selected total 120 students randomly from 6 Private, 6 Government English and Telugu medium schools selected from the Tirupati District. Students were included 60 male and 60 female at secondary level. According to the results, Medium wise analysis showed that the Telugu medium students had higher scores compared to English medium students. The reasons are that the Telugu medium students were simply can understand their mother tongue. Gender wise analysis showed that the male students had better attitude than the females in their attitude towards learning Telugu. Further move, students whose mother tongue is Telugu have more positive reading attitudes than the students whose mother tongue is English or one of other languages.

Introduction

Attitude have a very important position in our daily lives. From this aspect, attitudes help individuals to interpret their environment and guide their behavior in the social life (Er-win, 2001). Having also an important influence on the decisions, attitudes have a strong effect on what one will do, what kind of profession one will perform, which school one will go to, where one will live, and whether one will accept new ideas (Schafer and Tait,1986)

This study was intended to attitude of students towards learning Telugu at secondary school level in Tirupati district.

Language is the most outstanding feature that distinguishes human beings from other animals which is a boon. A child begins life as an inarticulate organism like another animals and over a period of time it becomes very articulate and cumulative individual. It is a means of symbolic communication based on sounds, written symbols and gestures.

Language is a complex and important area in child's development. It is necessary in several ways such as transmitting culture to next generation, in education and involving in almost all mental processes such as thinking, problem solving and memory. So it is the total functionality of the mind.

Definitions of Language

Different linguists have defined language differently, stressing its varied characteristics are shown below

According to Edward Sapir "Language is purely human and no instinctive method of communicating ideas, emotions and desires by means of a system of voluntarily produced symbols".

Bloom and Lahey (1978): "A language is a code where by ideas about the world are represented through a conventional system of arbitrary signals for communication".

Since language is a system, it should be taught and learnt as a system. It is a system or phonetics, grammar and vocabulary, which by themselves are systems. System of language works through symbols, the symbols being words. Learning a language is a process of habit formation. Language provides the means of transmitting knowledge from generation to generation.

Language is not an isolated phenomenon. It is a part and parcel of society and a part of our selves. It is impacting a pre-requisite for the development of any social group. With out a language, the progress of mankind will be blocked. The best in human civilization in the past would be transmitted to successive generations.



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Importance of Language

Language plays an important role in human life. Everyone needs to use it, whether it is a beggar or a king. From birth to death everyone is surrounded by it. Whether it is oral or symbolic or pictorial, it is the medium by which thoughts are conveyed from one person to another. "It is a means of social communication and interaction" says Leonardo Bloom field. "Each Community" is formed by the activity of language. No society can function without the language nor it is possible to think without language. When it is thought of anything, it gives shape to our thinking only with the help of the language. To understand our humanity, one must understand the language that considers as human beings. Then only it is useful to form correct sentences. Always it is being restructured and conveyed from the society. It forms the culture of the society.

Importance of language in academic achievement

Linguistic abilities affect one's chance of success of formal education system and one's culture. Language is a skill subject. In language work, what is being taught is the language itself. It is not information about the language that the pupils require. What they need is practice in the use of language by uttering the sounds clearly. The power of expression in a language is a matter of skill rather than knowledge. It is a power that grows by exercise not by knowing merely meanings.

Attitude of student in learning any subject is one of the most important factors. Attitude consists of the formulae of certain habits. In this regard the following are aimed at.

1. To develop the habit of learning language
2. To improve the language skills
3. To develop the mother language (or) Mother tongue
4. To develop the clear expression.
5. To develop the power of concentration and habit of self-study.

Besides the above factors, there is influence of mother tongue on learning any subject. This influences the student in understanding and expressing the subject matter clearly. But now a days majority of students are going for English Medium schools and as a consequence the mother tongue is given least importance. The both students and teachers have negative attitude towards learning Telugu. Even the parents are of the opinion that there is no need to learn Telugu since it is mother tongue, and this will be learnt by the student automatically. It is neglected, the entire educative process will be of no use. With this opinion, the investigator felt the need of studying this problem.

REVIEW OF LITERATURE:

In this section a few aspects on language have been reviewed at international level.

Language is basic communication in teaching and learning process. A few aspects of this vital area are required in this selection.

Millers (1968) determined the specifics of curriculum on the basis of error counts. Analysis of different situations revealed that instruction should be definitely slanted towards functional grammar.

Maloney and Ruch (1969) carried out a "three track experiment" in the teaching grammar and concluded, that the "test method" was most superior while the "combination method" come next in order and the text book was relegated to the last position.

Bush Wells (1969) laboratory experimentation on the reading of language was to determine the relative effectiveness of the in direct or ordinary grammatical translation method and the "non-translation" method without emphasis on grammar. His findings proved the superiority of direct method.

Mustafa Yildiz (2018), carried out a study on "The Attitudes of Secondary School Student Toward School and Reading: A Comparison In Terms of Mother Tongue, Gender And Class Level



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Statement of the Problem:

The problem under taken for the present study was “A study of the attitude of students towards learning Telugu at Secondary level”.

Objectives of the Study:

1. To find out the significance of the difference between the attitude of English and Telugu medium students towards learning Telugu.
2. To find out the significance of the difference between the attitude of male and female students towards learning Telugu.

Hypotheses of the study:

1. There is no significant difference between the level of attitude of students towards learning Telugu possessed by English and Telugu medium secondary students.
2. There is no significant difference between the level of attitude of students towards learning Telugu in the male and female students.

Variables of the Study:

Variables are conditions or characteristics that the investigator manipulates or controls or observes. In the present study attitude is dependent variable, medium, gender, type of management, locality and tuition are independent variables.

Sample:

The researcher selected total 120 students randomly from 6 Private, 6 Government English and Telugu medium schools selected from the Tirupati District. Students were included 60 male and 60 female at secondary level.

Administration of the Tool:

The test was conducted by the researcher with assistance from teachers of the concerned classes taking prior permission from the school authorities. The time given was 45 minutes. The instructions were given to the students for filling the basic information in the attitude scale and how to give their responses.

Results and discussion

HYPOTHESIS-1

In order to test the hypothesis, the mean and S.D values were computed for the attitude scores obtained by English and Telugu medium students of school students at secondary level.

To find the significant difference between the type of management. The ‘t’-test was conducted using the mean and S.D values of the attitude scores obtained from English and Telugu medium students.

Table-1 : Significance of the difference between the mean values in the attitude of

English and Telugu Medium students towards learning Telugu.

S.No.	Category	N	Mean	S.D	t-value
1	English	60	166.83	13.72	4.61**
2	Telugu	60	182.33	22.13	

Note: ** Significant at 0.01 level

From the above table value it was found that the difference between English and Telugu medium pupils of school students in selected secondary level of Tirupati district in their attitude towards learning Telugu. The mean value obtained by the English medium pupils was 166.83, while the mean value obtained by the Telugu medium pupils was 182.33. this clearly indicated that there was



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significant difference between English and Telugu medium pupils. The mean value (182.33) obtained the Telugu medium pupils was greater than the mean value (166.83) obtained by the English medium pupils.

From the S.D. values obtained by the Telugu medium pupils was 22.13, while the S.D value of English medium pupils was 13.72. The S.D. values obtained by the Telugu medium pupils was greater than English medium pupils.

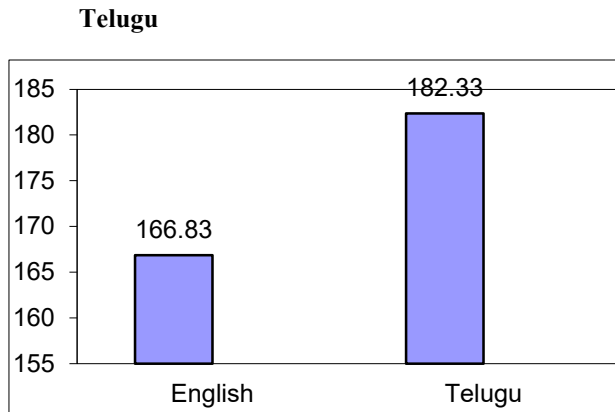
As the obtained 't'-value 4.61 is more than 1.96 which is significant at 0.01 level. It revealed that there was significant difference in the attitude of towards learning Telegu of English and Telugu medium school students at secondary level.

Hence, the formulated hypothesis "There would be no significant difference between English and Telugu medium students' attitude towards learning Telugu" was rejected.

The distribution of attitude scores was not equal in both the cases. Telugu medium students were more favorable towards learning Telegu.

Telugu medium students are more favorable towards learning Telegu because of various backgrounds. There are more facilities in English medium schools when compared to the Telugu medium schools.

Graph:1 – Mean values of English and Telugu medium students towards learning



HYPOTHESIS -2

In order to test the hypothesis, the mean and SD values were computed for the attitude scores obtained by male and female pupils of school students at secondary level.

To find the significant difference between the male and female. The 't' test was conducted using the mean and S.D value of the attitude scores obtained from male and female students.

Table-2 : "Significance of the difference between mean values in the attitude of

Male and Female students towards learning Telugu".

S.No.	Category	N	Mean	S.D	t-value
1	Male	60	176.3	22.31	0.862**
2	Female	60	173.17	17.09	

Note: ** Significant at 0.01 level



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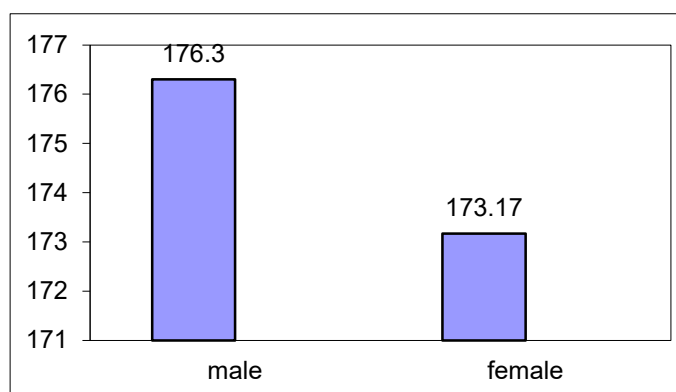


The mean value obtained by the male pupils is 176.3, while the mean value obtained by the female pupils is 173.17. This clearly indicated that there was significant difference between male and female pupils. The mean value obtained (176.3) by the male was greater than the attitude score (173.17) obtained by the female pupils.

As the 't' value 0.862 is not significant at any level. The calculated value was less than the table value. It revealed that there was no significant difference in the attitude of male and female pupils. Hence, the formulated hypothesis **"There would be no significant difference between male and female attitude towards learning Telugu in secondary students"** was accepted.

Graph-2: Mean values of Male and Female Students attitude towards learning

Telugu.



Major findings of the study:

- Medium wise analysis showed that the Telugu medium students had higher scores compared to English medium students. The reasons are that the Telugu medium students were simply can understand their mother tongue.
- Gender wise analysis showed that the male students had better attitude than the females in their attitude towards learning Telugu.

Conclusion

From the study it can be concluded that secondary school students are good at language skill in Telugu, even though there are some differences between boys and girls. Boys performed well both in comprehension and expression when compared to that of girls. This is because generally boys can express their views in a good manner than girls. Similarly Medium wise analysis showed that the Telugu medium students had higher scores compared to English medium students. The reasons are that the Telugu medium students were simply can understand their mother tongue. Students showed better performance with respect of their parental education. The reason may be that the literate parents may have a notable influence on their words when compared to the illiterate parents. It is necessary to express that other reading skills such fluent reading and reading comprehension could be taken into consideration by future researcher while examining the levels of some variables by which the reading attitudes influenced. It has been concluded that female students have higher levels of reading attitudes compared male students in this study and we can state that the cause of this situation is open for investigation.

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