

STUDENTS ATTITUDE IN ENGLISH AND VERNACULAR MEDIUM IN SECONDARY SCHOOLS

Dr. (Mrs.) Swaleha S. Pathan,

Associate Professor & Head
Department of Psychology,
AKI's Poona College, Camp, Pune, India

Dr. (Mrs.) Shirin Shiakh,

Assitant Professor,
Department of English
AKI's Poona College, Camp, Pune, India

ABSTRACT

As an Associate Professor of Psychology in a well known institution has interesting observation that students coming from the schools of vernacular language experiences psychological disturbance ad find themselves difficult to get adjusted to English medium college. Further it is also noted that a student coming from vernacular language feels shy, nervous, less well mannered, underachievers, and gets easily distracted which in turn gets affected on their overall personality characteristics. Whereas students coming from English medium schools, is well behaved, disciplined, bold and gets adjusted very well with over all atmosphere of the institution as a part of life. This observation awakened the interest and focused on students attitude related to the English and vernacular language as a medium of instruction in secondary school Here investigation centers around the medium of instruction in school affects the attitude of the students studying in it. In all 360 students participated in the study. Out of which 180 students were from English medium and 180 students were from Vernacular medium which was chosen sample. The questionnaire-cum-attitude scale was used to collect the quantitative data and an informal interview was used to collect qualitative data. Results show that there was significant difference between the attitudes of students from both medium schools.

Keyword: Attitude, psychology, vernacular and English Medium,

INTRODUCTION:

As an Associate Professor of Psychology in a well known institution has interesting observation that students coming from the schools of vernacular language experience psychological disturbance and find it difficult to adjust to English medium colleges. Further, it is also noted that students coming from vernacular language feel diffident and nervous. They experience inferiority complex and get easily distracted, which in turn gets reflected on their overall personality. Most of the time, these students were found to be underachievers. On the other hand, the students coming from English medium schools generally were well behaved, disciplined, and bold. They easily get adjusted to the overall atmosphere of the institution. This observation awakened the interest of the researcher and so decided to focus on the attitude of the students coming from English Medium schools and Vernacular Medium schools. The present investigation centers Attitude of the students related to Medium of Instruction: vernacular and English.

English is the most widely used language in the world. The significant aspect of English is its unprecedented distribution. It is the first language of countries like the United Kingdom, the United States of America, New Zealand, Australia and Canada. It is no longer the native language of these particular countries. By accidents of history and by rapid spread of industrial development, science, technology, international trade and by the explosion in the speed and ease of travel and by all the factors which have broken down frontiers and forced nations into closer interdependence, English has become the *Lingua Franca* of the world.

IMPORTANCE OF ENGLISH IN INDIA :

English is now taught as the 'second language' in schools in nearly every country in the world. In India, English was introduced by the British with the introduction of the East India Company in 1600. The Christian missionaries further popularized the use of English. Their network of English medium schools had a great impact and still continues. The decision of the British government to make English the official medium of education made English an important language. Before the introduction of English in India, each princely state had its own policy about the language of education. Hindi, Urdu, Sanskrit, Marathi and Persian were the languages of wider communication. But the introduction of Lord Macaulay's Minute in 1835 changed the whole scene. Lord Macaulay's Minute led to the use of English as the language of education in India during the British rule. Though the minute was criticized, still many Indian states have in fact sustained Macaulay's programme.

In 1857 the three English medium universities of Bombay, Calcutta and Madras were founded. With the coming up of these universities, the new educational policy emphasized the use of vernacular languages and also indicated that English should be taught only where there was a demand for it. But still English continued as an important component of education, administration and law. It was also used for personal use among the elite class. The impact of English did not decrease even after the departure of the British.

When India became independent, it was decided that Hindi would be the official language. But in 1965, the Indian government had to assure the people that English would continue to be used for official purposes. This decision was taken because Hindi was not accepted as our national language as expected. So today English is the associate language along with Hindi. At present the use of English in India, which started as a 'historico-political accident', has now become an economic and academic reality. English is no longer a foreign language for Indians. At present English is the official language of north-eastern states of Manipur, Meghalaya, Nagaland, Tripura and Mizoram. English is the official language of the union territories i.e. Andaman and Nicobar, Chandigarh, Dadra and Nagar Haveli, Delhi, Lakshadweep, Daman and Diu and Pondicherry. For various historical reasons, English is an accepted language.

English along with vernacular languages is used in the legal system, regional administration in the armed forces, the national business at home and also in mass media.

REVIEW OF RELATED LITERATURE:

There are several reasons to study students' attitudes as they are important and also use of vernacular language has psychological impact on students behavior, perception and also academic achievement. Following few studies support the investigation related to students attitude and use of language: English and vernacular; The review of related literature focus on studies related to students attitude towards teachers, gender differences and studies related to English and vernacular languages. Students' attitude towards school and their expectations about the behavior of the teacher are also important factors in learning process.

Narsimha Reddy studied academic interaction in education setting in which he included topic like attitude of students towards school, subject teachers and studies which are determinants of academic success. These attitudes either help or retard the progress of a student. He found that:

1. 83.28% of the students have positive attitude towards the school while remaining 16.72% shows negative attitude.

2. The same percentage of the students possess positive attitude towards teachers of English.
3. 90% of the students from total sample show positive attitude towards other subject teachers.
4. 2.48% students show positive attitude towards studies.

Louis Vernal Studied students' attitude towards school and found that boys and girls differ significantly in their 'Liking' for the school, the girls being more favorably disposed than boys. Further he states that there was a significant difference in the attitude scores between students who failed in the school and those who did not fail, hence success in a school is a factor that contributes to a positive attitude towards the school.

Rajkumar Saraswat studies self-concept in relation to adjustment, values, academic achievement, socio-economic status and sex of high school students of Delhi. He found that boys and girls differed significantly on physical, social, moral and total self-concept.

Grambs, J.D. and Watjen, W. B. studied male and female and found that there is a difference. We make it clear that 'It makes a significant difference whether the person we are teaching is a boy-pupil or a girl-pupil and the instructional provisions should be made accordingly.' The evidence shows that males are more aggressive than females.

Maccoby found that prior to attaining school the general intelligence is higher than that of boys, but after some time spent in school, this position is gradually reverses.

Douglas concludes that girls are more successful than boys in primary schools. In reading, writing, English and spelling, the average 11 year old girls beats the average 11 years boys.

Kablla and Crowley report that Attitude towards leaning is believed to influence behavior, such as selecting and reading books, speaking in foreign language.

Chibeci & Riley report that attitude influence achievement, rather than achievement influencing attitude.

Stern claims that 'the affective component contributes at least as much and often more to language leaning than cognitive skills.

Sanacaloglu states that the characteristics of affective domain are: interest, vales and tendency and most of these shapes our attitudes.

Alexander and Strain shows that expectation and behavior influences student's self, image and academic performance.

Adumu Assefa studied students' attitude towards mother tongue instruction as correlates of academic achievement in her online thesis quotes: Assebe,1981 who points out that unfavorable attitude towards their mother tongue or preference to some language over mother tongue could develop due to unawareness and prejudices.

Adumu also quotes Chumbow, 1990, Unesco listed out the importance of mother tongue instruction in education by providing more scientific arguments:

1. Mother tongue has psychological value to the child, that is it serves very important role in shaping child's early perception because language and thought are highly correlated, No one can think without using language in its any form.
2. Mother tongue has socio-cultural significance.
3. The early school use of mother tongue in the child's life will enhance cognitive development.

Further it is stated that early switch of language from mother tongue to second or foreign language will create a feeling of insecurity, low self-esteem and develop dislike towards his teacher and school.

Laboy, 1995, states that dialect differences can affect the quality of education received by some students both academically and socially. A child's dialect may interfere with the acquisition of information and with various educational skills such as reading.

Cazden, 1988, studies have shown that there can be a self-fulfilling prophecy in teachers' beliefs about their students' abilities. If an educator underestimates a student's ability because of dialect differences, the student will do less well in school, perhaps as a direct result of the negative expectations.

OBJECTIVES:

1. To study the students' attitude towards self, peers and teachers from English medium schools.
2. To study the students' attitude towards self, peers and teachers from Vernacular medium schools.
3. To study the relationship between Sex of the Student and Medium of the instruction.
4. To compare the students' attitude towards self, peers and teachers from English Medium schools with students from Vernacular Medium School.

RESEARCH METHODOLOGY:

SAMPLE:

In all three hundred and sixty students from nine schools participated in this research. The sample was chosen. The study was limited IX STD students from secondary high schools.

TABLE 1 THE MEDIUM OF THE SCHOOLS AND NUMBER OF STUDENTS

Medium of the school	Boys	Girls
English medium	90	90
Vernacular medium	60	120
Total	150	210

TOOLS USED:

Survey method was used to collect the required information. Questionnaire-cum-Attitude Scale was developed in order to get the required information. To support the investigation, qualitative information was collected through informal interviews of students regarding the medium of the school and their attitude in it. This created sound base for the interpretation of the quantitative data. Reliability co-efficient on the basis of split-half method for student was obtained.

The scores were tabulated. Tabulation was done on the basis of medium of school and sex of the students. The Mean (Total score divided by number i.e. average) and S. D. (Standard Deviation, variation) was used. While calculating “t-value” (statistical analysis for analyzing whether mean difference is significant or not between two groups) for medium of school, sex of the students and their interaction with each other was considered.

RESULTS AND DISCUSSION:

The findings and observations based on the data collection is as follows

Mean Score on Attitude towards Self and the S.D. for the students with two mediums English and Vernacular language. (Table 2)

TABLE 2 ATTITUDE TOWARDS SELF AND MEDIUM OF INSTRUCTION

Item	English	Vernacular
N	150	210
Mean	14.93	14.21
S.D.	1.52	1.62
t-value	4.24 HS	

Note: N (Number of Students), Mean (Average), S. D. (Standard Deviation), t-value (Statistical Analysis) HS (Highly Significant)

Students from English Medium schools have favorable Attitude towards Self than those from Vernacular Medium schools, t-value of 4.24 being highly significant.

Mean and S.D. for Attitude towards Self for the interaction between medium and sex of the student. (Table 3)

TABLE 3 ATTITUDE TOWARDS SELF FOR THE INTERACTION BETWEEN MEDIUM AND SEX OF THE STUDENT

Item	English		Vernacular	
Sex of the student	Boys	Girls	Boys	Girls
N	90	90	60	120
Mean	14.66	15.33	14.66	13.88
S.D.	1.61	1.30	1.27	1.77

Note: N (Number of Students), Mean (Average), S. D. (Standard Deviation)

It is observed that Boys from English as well as Vernacular Medium schools have same Attitude towards Self. Girls from English Medium schools have better Attitude towards Self as compared, to all other categories and Girls from Vernacular Medium schools have unfavorable Attitude towards Self.

The “t-value”, for comparison of Attitude towards Self, with the Interaction of Medium of Instruction and Sex of the students. (Table 4)

TABLE 4 ATTITUDE TOWARDS SELF, WITH THE INTERACTION OF MEDIUM OF INSTRUCTION AND SEX OF THE STUDENTS

Comparison	Mean Difference	SE of Mean Difference	t-value
English Medium Boys V/S English Medium Girls	0.67	0.24	2.78 HS
English Medium Boys V/S Vernacular Medium Girls	0.78	0.23	3.39 HS
English Medium boys V/S Vernacular Medium Boys	0.67	0.21	3.19 HS
English Medium Girls V/S Vernacular Medium Girls	1.45	0.23	6.30 HS
Vernacular Medium BoysV/S Vernacular Medium Girls	0.78	0.24	3.25 HS

Note: HS (Highly Significant), NS (Not significant)

English Medium Girls have significantly better Attitude towards Self as compared to all other categories. English Medium Boys have significantly better Attitude towards Self than Vernacular Medium Girls. Vernacular Medium Boys have significantly better Attitude towards Self as compared to Vernacular Medium Girls. Mean and S.D. for the scores on Attitude towards other Pupils for the English and Vernacular Medium Schools (Table 5)

TABLE 5 ATTITUDE TOWARDS PUPILS FOR THE TWO MEDIUMS

Item	English	Vernacular
N	150	210
Mean	16.36	16.10
S.D.	1.51	1.65
t-value	1.53 NS	

Note: N (Number of Students), Mean (Average), S. D. (Standard Deviation), NS (Not Significant)

Attitude towards other Pupils is similar for the students with English as well as Vernacular Medium, since the t-value is not significant.

Mean and S. D. for Attitude towards other Pupils for the Interaction between Medium of Instruction and Sex of the Students. (Table 6)

TABLE 6 ATTITUDE TOWARDS PUPILS FOR THE INTERACTION BETWEEN MEDIUM OF INSTRUCTION AND SEX OF THE STUDENTS

Item	English		Vernacular	
	Boys	Girls	Boys	Girls
N	90	90	60	120
Mean	16.57	15.91	16.05	16.24
S.D.	1.69	1.58	1.14	1.70

Note: N (Number of Students), Mean (Average), S. D. (Standard Deviation)

Boys from English Medium schools have favorable Attitude towards other Pupils and Girls from English Medium schools have unfavorable Attitude towards other Pupils.

The “t-value”, the comparison of Attitude towards other Pupils for the Interaction between Medium of Instruction and Sex of Students. (Table 7)

TABLE 7 ATTITUDE TOWARDS OTHER PUPILS FOR THE INTERACTION BETWEEN MEDIUM OF INSTRUCTION AND SEX OF STUDENTS.

Comparison	Mean Difference	SE of Mean Difference	t-value
English Medium Boys V/S English Medium Girls	0.66	0.24	2.75 HS
English Medium Boys V/S Vernacular Medium Boys	0.52	0.23	2.26 S
English Medium Boys V/S Vernacular Medium Girls	0.33	0.24	1.38 NS

English Medium boys V/S Vernacular Medium Boys	0.14	0.22	0.64	NS
English Medium Girls V/S Vernacular Medium Girls	0.33	0.23	1.43	NS
Vernacular Medium BoysV/S Vernacular Medium Girls	0.19	0.21	0.90	NS

Note: HS (Highly Significant), NS (Not Significant)

Boys from English Medium schools have significantly better Attitude towards other Pupils as compared to Girls from English Medium schools and Boys from Vernacular Medium schools. All other comparisons are not significant.

The Boys and Girls from both Mediums have similar Attitude towards Teachers. The results are not significant. Except Girls from Vernacular Medium have favorable Attitude and Boys from Vernacular Medium schools have unfavorable Attitude towards Teachers. (Hence the tables are not given here for Attitude towards Teachers)

CONCLUSIONS:

1. There is a significant difference between the English Medium student's Attitude towards Self and other Pupils as compared to the Vernacular Medium students' Attitude towards Self and other Pupils.
2. The English Medium School Boys and Girls Attitude towards Self and other Pupils were better as compared to Vernacular Medium Schools.
3. There is no significant difference in students' Attitude towards Teachers from English and Vernacular Medium of Instruction in schools.

RESEARCHER'S IMPRESSION:

The students coming from secondary schools find difficulty in making adjustment in undergraduate colleges. If certain psychological issues are handled properly at higher secondary schools, then these students will face college life with more confidence and positive attitude towards overall college atmosphere.

RECOMMENDATIONS:

1. Introducing Remedial coaching class will help to enhance vernacular medium student's confidence in fluency in English
2. By appointing a counselor will be helpful to overcome psychological issues if any.
3. More interactive communication sessions will help to build vocabulary skills.

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