Development of Attitude Scale to Measure the Attitude of English Teachers towards Teaching and Learning of English Language at Elementary School Stage

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Abstract: Language is a symbolic communication system that is learned rather than biologically inherited. Language is an essential medium through which human beings are able to articulate and understand their own minds and feelings. Carney (1990) says about language as "a set of few specified vocal symbols that help the human beings to communicate with others". English language is a language that is getting prominence in the world. English language serves as window to the world. Therefore, English language is being given a special space and attention in curricula. At the elementary school stage, teaching of English language has been emphasized for enhancing the competencies of students in listening, speaking, reading, and writing skills across the world and specifically India. English language is being taught in India at different stages of education since the time of Indian Independence, hence, the authors have made an attempt to develop an attitude scale for measuring the attitude of elementary school stage English teachers towards teaching and learning of English language. The authors do hope that this academic exercise will be beneficial for other scholars working in the field of language.

Key words: English language, Teaching-learning Process, Attitude, and Attitude Scale development.

I. INTRODUCTION

It is an undeniable fact that English has become one of the most important languages in the world today. It has metamorphosed into a *lingua franca* of the post-modern era. The study of English language in this age of globalization has become not merely important but an indispensible asset. It gives you the power to access to the global world filled with an avalanche of avenues and opportunities. Statistics have indicated that almost half of the world's total population is *au fait* with English language. This means that out of every four people you meet, one will be familiar with English. According to **David Crystal (2003)** "Statistics suggest that nearly a quarter of the world's population is already fluent or content in English". English is a mother tongue to more than 300 million people in the world. It is a language spoken by more than 700 million people which is second only to Chinese. But English is more advantageous because Chinese is confined only to the Chinese sub-continent whereas English is spoken everywhere (native and non-native speakers) in the world. It is the official language of international transactions in the field of politics, trade, commerce and industry. Today, in a highly globalized society, not getting *au courant* with English seems to be a difficult proposition. By observing the present status of the world and India, there is no denying

fact, the significant role English has been playing particularly for the growth and development of our country and placing her at equal footing with the rest of the world. This is the reason why, Nehru has rightly pointed out that English is *'our major window on the modern world'*. India has attained an all-round development because of the contribution made by English language be it in the field of science and technology, agriculture, commerce, politics etc. **F.G French (1963)** has rightly said, "*By accidents of history and by the rapid spread of industrial development, science, technology, international trade, and by something like and explosion in the speed and ease of travel and by all the factors which have broken down frontiers and forced nations into closer inter-dependence, English has become a world language. It is the means of international communication; there is no other.*" He further said, *"A traveller who can speak English will definitely find somebody who can understand him wherever he may go; anyone who can read English can keep in touch with the whole world without leaving his own house".*

As India is a melting-pot of cultural and linguistic plurality, numerous languages are spoken in different states and within the states of India and hence English becomes a link language for all the people of this country. In such kind of multi-linguistic context, it is essential to adopt the idea of bilingualism or multilingualism in the curriculum for the purpose of cognitive advantages. In

view of this linguistic diversity in India, three language formula was adopted for imparting the language education. The three formula aims a meeting the challenges of linguistic situation in India and to promote multilingualism and national harmony. NCFSE 2005 suggests some guidelines to achieve the aim of multilingualism and those are as follows:

- Language teaching needs to be multilingual not only in terms of the number of languages offered to children but also in terms of evolving strategies that would use the multilingual classroom as a source.
- Home language/mother tongue of children should be the medium of learning in school.
- If a school does not have provisions of teaching in child's home language at the higher levels, the primary school education must still be covered through the home language. As per the Article 350 A of Indian constitution, "It shall be the endeavour of every state and of every local authority within the state to provide adequate facilities for instruction in the mother tongue at the primary stage of education to children belonging to linguistic minority groups".
- Children will receive multilingual education from the outset. The three language formula needs to be implemented in its spirit, promoting multilingual communicative abilities for a multilingual country.
- In the non-Hindi speaking states, children learn Hindi. In case of Hindi speaking areas, children learn a language not spoken in their area. Sanskrit may also be studied as a Modern Indian Language (MIL) in addition to these languages.
- At the later stage, study of classical and foreign languages may be introduced.

NCFSE-2005 guidelines have clearly indicated that home language (mother tongue) must be used at the primary education which will motivate and facilitate the children to pick up higher level of course content without much burden. NCFSE-2005 has also emphasized on the learning of English as the second language. The goals for second language curriculum are twofold: attainment of basic proficiency such as acquired in natural language learning and the development of language into an instrument for abstract thought and knowledge acquisition through literacy. These are some of the guiding principles of language curriculum (NCFSE-2005) on the basis of which the teaching and learning of English language should continue for enhancing the proficiency of learners in English language and those guiding principles are as follows:

- To shift learning from rote method.
- Connecting knowledge of life outside the school.
- To enrich the curriculum so that it goes beyond textbooks.

- Making language testing more flexible and integrated with classroom life nurturing an over-riding identity informed by caring concerns within the democratic polity of the country.

English language is not a monolithic entity rather it supports and enriches other languages. Studying English as a subject is required but the effectiveness of "English medium" school indicates that language is learnt when it is not being taught as a subject but through the process of osmosis. Here lies the point that the language is also possible to be learnt by using the language across the curriculum. The system is likely to bridge the gap between "English as subject" and "English as medium".

II. CONCEPT OF ATTITUDE

Attitude is a hypothetical construct representing an individual's degree of like or dislike for an item. Attitudes are usually positive or negative opinion about a person, place, thing or event which is often called as the attitude object. According **Thurstone (1928)** attitude is "the sum total of man's inclination and feelings, prejudice or bias, preconceived notions, ideas, fears, threats and convictions about any specific topic". **Allport (1935)** defines attitude as "learned predisposition to respond to an object or class of objects (eg., a product, category, a brand, a service, an advertisement or a retail establishment) in a consistently favourable or unfavourable way". For **Eagly & Chaiken (1993)** attitude is "...a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor". **Hogg & Vaughan (2005),** defines attitude as a "relatively enduring organization of beliefs, feelings, and behavioural tendencies towards socially significant objects, groups, events or symbols". For Carl Jung, attitude is a "readiness of the psyche to act or react in a certain way". According to him attitude usually comes in pairs which can be called as attitude dualities. He defines this attitude dualities thus:

- Conscious and unconscious
- Extraversion and introversion
- Rational and irrational attitudes
- Typical thinking, feelings, sensation, and intuitive attitudes
- Individual and social attitudes

Attitude influences a person's choice of action, and responses to challenges, incentives, and rewards (called stimuli).

III. COMPONENTS OF ATTITUDE

Attitude has three major components and they are as follows:

a) Cognitive (belief of opinions held consciously): The cognitive component includes the beliefs an individual has towards an attitude object (person, object or situation). The

belief that "All must speak the truth" is a value statement. Such an opinion is the cognitive component of an attitude. Cognitive elements are evaluative beliefs and they are measured by attitude scales or by asking about what is thought about towards the attitude object.

b) **Affective** (emotions or feelings): This affective component refers to how an individual emotionally reacts to an attitude object. For instance, Julie who has arachnophobia (fear of spiders) suffers terribly whenever she sees spiders. Here, spider is the attitude object. Whenever Julie hears about spiders, she begins to get anxious and fearful thought the reality is far. The attitude that comes from or created by the emotion of the person herself is termed as affectively-based attitude. Attitudes about sex, politics and religion are affectively based as they stem from the person's values. This type of attitude is employed in order to express one's moral belief or value system.

c) **Conative** (inclination for action): This component is also called behavioural component. This component refers to the manner in which one behaves towards an attitude object. We can think of Julie's case again. We have already known her affective component of her attitude towards spiders i.e., fear and anxiety. Now, what do you think will be her reaction whenever she sees a spider? Most likely that she will avoid them or she will scream and cry. This behaviour of Julie's is what we called as the second component of that particular attitude.

Attitude is made up of the above three mentioned components namely cognitive, affective and behavioural components. Cognitive component is based on information or knowledge; affective is based on emotions and behaviour shows how the attitude affects behaviour. This is helpful in understanding the complexity and potential relationship between attitudes and behaviour.

IV. MEASUREMENT OF ATTITUDE

Likert's scale: This Likert's scale is relatively easier than Thurstone's scale. It was developed by Rensis Likert. Here, a number of statements are collected relating to the designated object. Then, the statements are given to a group of respondents to rate them into five categories such as: (a) Strongly Agree; (b) Agree; (c) Undecided; (d) Disagree; (e) Strongly disagree. The five categories are given a score from SA = 4, A = 3, U = 2, D = 1, SD = 0 respectively in case of positive statements. On the other hand, in case of negative statements, the weigtages for scoring work will go 0, 1, 2, 3, and 4 for SA, A, U, D and SD respectively. The total score of every individual for all the statements is calculated by summing up each individual response. After this, through the technique of item analysis, the most discriminating items are selected. There are some studies indicating the effectiveness of Likert scales such as:

Gerald Albaum (1997) conducted a study on "*The Likert scale revisited: An alternate version*". His study indicated that the two-stage Likert scale produces greater extreme position than the one stage format. In the case of one-stage format, participants used to be reluctant in expressing the extreme position. When this happens, the two-stage format provides them flexibility to express their true opinions.

Page & Meyer (2000) pointed out the inappropriateness of 'arithmetically derived averages to describe and manipulate data'. However, they also accept that such practices may be resorted to by many researchers if it is not an 'extreme violation of mathematical rules and assumptions' and they too even admit to violating 'this rule several times in their book'.

According to **Nicole LaMarca (2001)** Likert Scale is the most universal method for data collection and they are easy to understand. The data collected through this scale are easily quantifiable and easily subjected to statistical analysis. This scale also does not need the respondent to take stand or side by answering 'yes' or 'no' answer and it does coerce the participant to take stand on a particular issue. This scale allows the participant to respond in a degree of agreement. This makes the responses easy.

Brewerton & Millward (2001) gives explanation of the meaning of Likert scale and its utility. But this scale fall short of giving a full analysis of the methodological implications.

Peter Sandiford (2003) made a study on the topic "*Important or Not? A Critical Discussion of Likert Scales and 'Likert-type Scales as Used in Customer Research*". His study indicated that the Likert scales are simple to use and that becomes handy for researchers to question large samples of people relating to complex attitudinal concepts.

Thus, qualitatively these scales give way for a variety of avenues of investigation.

Smart Survey Blog - UK's Leading Online Survey Software (2017) says, "The main advantage of Likert Scale questions is that they use a universal method of collecting data, which means it is easy to understand them. Working with quantitative data, it is easy to draw conclusions, reports, results and graphs from the responses".

V. Development of Attitude Scale for Teachers towards Teaching of English at Elementary School Stage

Keeping in view the steps suggested by **Likert (1932)** for the construction and standardization of an attitude scale, the author developed an attitude scale to measure the attitude of English teachers towards teaching and learning of English subject at elementary school stage by adopting the following steps:

Step - I: Collection of Statements: The collection of statements is considered utmost urgent task in the process of development of any attitude scale. Hence, the researcher collected 23 statements from different sources like - the subject experts, consultation of literature and having discussion worth some educational functionaries. All these 23 statements covered the total arena of teaching learning process of English at elementary school level. All the statements checked properly and kept ready for the purpose of editing.

Step - II: Editing of Statements: The collected 23 statements were edited by taking the help of language and content experts. The scholars selected and requested to three English teachers who are teaching at 10+2 level of school education in Manipur. The copies of the constructed attitude scale along with the criteria suggested by **Chave (1929), Wang (1932), Edwards & Kulpatrick (1948)** handed over to the experts for the purpose of editing the statements. These experts did the editing work in accordance with the suggested criteria. These experts rejected three statements and remaining 20 statements kept for the preliminary draft of this attitude scale.

Step - III: Try out of the preliminary draft of this Attitude Scale: The scholar selected a sample of 16 teachers who were teaching English at elementary school stage in Manipur. The preliminary draft of the scale was administered on a selected sample of 16 teachers by providing 1 every possible instruction. After the administration of the scale, the scholar did the scoring work by giving the weightages - 4, 3, 2, 1 and 0 to the response categories like - SA, A, U, D and SD respectively. The scores of each respondent were recorded properly for the purpose of item analysis.

Item Analysis: For the selection or rejection of the statements of the attitude scale, it is essential that one needs to go for item analysis. For the purpose of item analysis, the researcher made two groups out of the selected sample of 16 teachers by taking 25% teachers from the higher side and 25% from the lower side. In this way 4 teachers from higher side (High group) and another 4 teachers from lower side (Low group). Now the frequency distribution tables were prepared for high and low groups to analyse the items of this scale and the procedure of items is stated as under:

Item (statements) - 1:

Table - 1: Frequency Distribution Table of Higher Group

Response categories	X	F	FX	FX^2
SA	4	2	8	32
A	3	2	6	18
U	2	0	0	0
D	1	0	0	0
SD	0	0	0	0
		$N = 4$	$\sum fx = 14$	$\sum fx^2 = 50$

Table - 2: Frequency Distribution Table of Lower Group

Response categories	x	f	fx	fx^2
SA	4	0	0	0
A	3	0	0	0
U	2	1	2	4
D	1	1	1	1
SD	0	2	0	0
		$N = 4$	$\sum fx = 3$	$\sum fx^2 = 5$

$$M_2 = \frac{\sum fx}{N} = \frac{3}{4} = .75$$

$$t = \frac{M_m - M_2}{\sqrt{\dfrac{\sum (X_H - M_H)^2 + \sum (X_L - M_L)^2}{N(N-1)}}}$$

$$\sum (X_H - M_H)^2 = \sum fx_H^2 - \frac{(\sum fx_H)^2}{N}$$

$$= 50 - \frac{(14)2}{4}$$

$$= 50 - 49 = 1.0$$

$$\sum (X_L - M_L)^2 = \sum fx_L^2 - \frac{(\sum fx_L)^2}{N}$$

$$= 5 - \frac{(3)2}{4}$$

$$= 2.75$$

$$t = \frac{3.50 - .75}{\sqrt{\dfrac{1 + 2.75}{4(4-1)}}} = \frac{2.75}{.559} = 4.91$$

As the computed t - value (4.91) has been found significant, so, the item statement No. 1 got selected for the final draft of the scale. Similarly, the item analysis was done for other statements and it was found that all the 20 statements could have significant t-values, as shown in Table – 3.

Table – 3: Computed t-values of 20 statements of the Attitude Scale:

Statements	1	2	3	4	5	6	7	8	9	10
Computed t-values	4.91	4.02	2.66	5.50	3.81	3.24	4.60	3.40	3.54	6.54
Statements	11	12	13	14	15	20	16	17	18	19
Computed t-values	4.09	6.71	3.58	4.61	7.21	4.41	2.90	2.73	5.19	3.99

The table – 3 reveals that the computed t – values of all the 20 statements were found significant, therefore, the final draft of this attitude scale possesses 20 statements to measure the attitude of English teachers towards the teaching and learning of English language at elementary school stage.

VI. EVALUATION

This attitude scale was evaluated in terms of its reliability and validity. For establishing the reliability, test-retest method was used and coefficient of reliability came out to be .89 which was considered satisfactory. Further, the content validity was ensured by taking the opinions of the content experts. Finally, the scale of 20 items is ready for measuring the attitude of English teachers towards teaching and learning of English language at elementary school stage. Further finding out the attitude of teachers towards teaching and learning of English language at elementary school stage in Manipur, the author adopted the following methodology:

VII. METHODOLOGY

Methodology plays a vital role in any piece of research work for the completion of it successfully. The author adopted the scientific method suggested by **Dewey (1911)** and summarized by **Van Dalen (1973**, p-13) quoted in the book on *Methodology of Educational Research* authored by **Lokesh Kaul (2009)**. As the main aim of this study was to investigate the attitude of English teachers towards teaching and learning of English language at elementary school stage, therefore, the investigators adopted a survey approach for the purpose of collecting the required data. In this context, **Landmark (1988)** stated, "It is a type of research work which deals with the nature or conditions and degrees in detail of the present situation". The nature of present investigation matches with the views stated by Landmark. There were 558 total number of English teachers in Chandel and Churchandpur districts of Manipur state (India). Out of the total population, the investigators selected a sample of 212 English teachers by adopting stratified random sampling technique. The self constructed and standardized attitude scale administered on the selected sample English teachers working in elementary schools of Chandel and Churachandpur districts of Manipur state of India. The process of scoring work was completed as per the weightage 4, 3, 2, 1, and 0. 0 to SA, A, U, D, and SD respectively. The collected

scores (data) were put in table - 1 for the purpose of analysis and interpretation.

Table - 1: Frequency distribution table showing the Attitude of English teachers towards teaching of English in Churachandpur and Chandel districts of Manipur (2018-2019)

CI	f	x	fx	fx^2
56-60	5	3	15	45
51-55	41	2	82	164
46-50	53	1	53	53
41-45	63	0	0	0
36-40	28	-1	-28	28
31-35	13	-2	-26	52
26-30	8	-3	-24	72
21-25	1	-4	-4	16
Total	212		68	430

$$\text{Mean} = \text{A.M.} + \frac{\sum fx}{N} \, i$$

$$= 43.0 + \frac{68}{212} \times 5 = 43.0 + 1.60 = 44.6$$

$$\text{Standard Deviation } (\sigma) = \frac{i\sqrt{N\sum fx^2 - (\sum fx)^2}}{N}$$

$$= \frac{5\sqrt{212 \times 430 - (68)^2}}{212} = \frac{5 \times 294.17}{212} = 6.94$$

Interpretation: The table - 1 reveals that the frequency distribution table of attitude scores of the English teachers working at elementary in Chandel and Churachandpur districts of Manipur (India). The computed attitude mean score came out to be 44.60 which has been found much higher than the attitude mean score of the attitude scale (40.00). it indicates that the English teachers have shown positive attitude towards teaching and learning of English language at elementary school stage in selected two districts of Manipur. Further the investigators analysed attitude scores of English teachers in respect of their gender. The summary of the computed results have been put in table - 2.

Table - 2: Summary of the computed Attitude Mean Scores SDs, and t-value of Male and Female English teachers towards teaching and learning of English language at elementary school stage in Chandel and Churachandpur districts of Manipur (India) in the year 2019.

Group of Teachers	N	Mean score	SD	SED	t- value
Male	107	43.84	7.38	0.95	1.63
Female	105	45.38	6.36		

Interpretation: The table-2 reveals that the computed t-value came out to be 1.63 which is lesser than the table t-value (1.97) at .05 level of significance, therefore, the computed t-value (1.63) has not been found significant. From this, it is concluded that the male and female English teachers possess the same favourable attitude towards teaching and learning of English language at elementary school stage in selected two districts of Manipur state of India. Similarly, the investigators analysed the attitude scores of urban and rural English teachers working at elementary school stage in Manipur and finally it was observed that there was no significant difference between the English teachers of urban and rural teachers working at elementary school stage in Manipur.

VIII. CONCLUSION

The investigators constructed and standardized the attitude scale by adopting Likert's method for measuring the attitude of English teachers towards teaching and learning of English language at elementary school stage in two selected districts of Manipur state of India. The data collected from English teachers of Chandel and Churachandpur districts of Manipur by administering the constructed scale and the attitude of English teachers was quite favourable at elementary school stage in these two selected districts of Manipur. It means that the English language teachers have got enough motivation to teach English language as a subject at elementary school stage in Manipur. The variables like gender and settlement (urban-rural) have also not shown any influence on the attitude of English teachers in these selected two districts. The

outcomes of the present study will act as an eye-opener for educational functionaries of Manipur state of India.

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