



“A COMPARITIVE STUDY OF LEVEL OF ANXIETY IN ENGLISH OF GIRLS AND BOYS, RURAL AND URBAN SLOW LEARNERS OF HIGHER SECONDARY SCHOOLS OF SOLAPUR DISTRICT”

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This study aimed at finding the significance difference between boys and girls and rural and urban slow learners of higher secondary school students with respect to Anxiety in English of 12th standard students. A sample of 200 Students of 12th Grade was selected randomly from Solapur taluka of Solapur district of Maharashtra State. The data were collected and analyzed with the help of Differential analyses i.e. t-test. A significant difference was found between the boys and girls, rural and urban students with respect to Anxiety in English. The study reveals that the level of anxiety is higher among girls and rural area students as compared to boys and urban students.

Introduction

India is a vast country with different languages in different parts of the country. These regional languages differ from each other so much that it is not possible to communicate with people of other regions without a common language. Further, India is growing on all fronts whether it is social or economic angle. India is on the road to become a strong and prosperous nation in the world. India is trying to maintain a good foreign policy. For all this, there is need of a common language i.e., English. It is this language which is understood almost all over the region, in addition to national language of Hindi, all schools and colleges teach English and mostly have it as a medium of instruction. In the words of Nehru, "The language link is a greater link between us and English speaking people than any political link or common wealth link or anything else. It is so because we can see how their thoughts are functioning much more than in other European languages". Thus the use of English in our country has been a unifying factor. From Educational point of view, English plays a prominent role. Before independence, it was the medium of instruction both

in the school and colleges. Higher education in science, medicine, engineering, technology etc, is not possible without English, even, the advanced studies in these areas are not possible without the knowledge of English. As the Indian language have not been developed enough to meet the demands of these subjects, English becomes very important to learn all these subjects. If we decide to give up English language, it is almost like cutting ourselves off from the living stream of ever growing knowledge. All correspondence of industrial and commercial life of our country is done mainly in English. National and International trade development of industry and working in commercial establishments takes place in English only.

For many years, English Lecturers are being penalized for the low standard of English attained by their pupils. The complaints are continued by employers against the school, College level and by University teachers against the students who take admission to the courses in Universities. A return to the teaching of English grammar is strongly advocated in all sides. But the controversy of teaching English and its grammar is confused by ignorance, prejudice and contradictory opinions and there are at least fine pieces of evidence from the past, which show that the nature of the controversy has not changed very much in the last five decades. The reasons for this low standard of English may be the inconsistency in practice and the uncertainty about the stage where English and its grammar should be taught. Most of the teachers teach English and its grammar but the amount and the thoroughness depend largely on the personal conviction of the teachers as to its value.

We are having in the age of anxiety. Anxiety is a general feeling that all is not well. This state of helpless apprehension may be rested to a limited number of environmental settings or it may be generalized to all in a form that has trafrdnated as free floating anxiety. In the modern society, it is not possible to prevent the development of certain minimum level of anxiety. Almost every student fell nervous when they learn a new language. Particularly, our students are more anxious while learning English language. Anxiety is the most critical facts which affect the learning English language. The principle concern in child guidance is not the abolition of all anxiety producing circumstances, but the elimination of needless anxieties wherever necessary.

Concept of Anxiety:

When looking up the word anxiety it is described as:

“An abnormal and overwhelming sense of apprehension and fear often marked by physiological signs (as sweating, tension, and increased pulse), by doubt concerning the reality and nature of the threat, and by self-doubt about one's capacity to cope with it.”

Anxiety is explained as a sort of fear that is manifested by visual signs. I have therefore interpreted the word speaking anxiety as a fear of expressing oneself orally which can be recognized by the physiological signs mentioned above. It is most likely that these signs can obstruct and inhibit one's ability to speak since a person who experiences that kind of anxiety will not be able to focus on the speaking process.

Types of Anxiety:

There are six major types of anxiety disorders, each with their own distinct symptom profile:

1. Generalized Anxiety Disorder,
2. Anxiety Attacks (Panic Disorder),
3. Obsessive-Compulsive Disorder,
4. Phobia,
5. Social Anxiety Disorder,
6. Post-Traumatic Stress Disorder.

A school going child faces many problems in learning particularly in learning a second language especially English. English being a foreign language and introduced as a second language in India, poses many problems to learners in process of learning it. It becomes very difficult for them to acquire the basic four skills of language i.e. listening, speaking, reading and writing. Most of the students where the medium of instruction is in regional language. In present study attempt has been made to identify the extent of language anxiety and to find out the difference between the level of anxiety among male and female and rural and urban slow learners of higher secondary school.

Concept of Slow learner:

A “slow learner” is not a diagnostic category, it is a term people use to describe a student who has the ability to learn necessary academic skills, but at rate and depth below average same age peers. A person who tends to take longer to understand things than the average person, or someone who requires multiple explanations before they get a concept. Slow learners are those pupils who have limited ability due to different reason in the education process. Slow learner is advance word for “backward” or “mentally retarded” and “Educationally subnormal” (E.S.N.) There are different reasons for slow learning, some time it is due to their mental ability, some time it due to their background, illiterate parents, culture problems, avoiding by the parents in early child hood, between ages 2 to 6 years. Some time it may due to mental illness. These are different causes of the slow learning. The purpose of this assignment is to determine the problems of the slow learners and the methods of education, How to teach them, so they can be better person of the society.

Objectives of study:-

The main objective of this study is to find out the differences in level of Anxiety in English among 12th grade students. This is further explicated by the following specific Objectives:

1. To study the significant difference between male and female slow learners with respect to anxiety scores of 12th standard students towards English language.
2. To study the significant difference between rural and urban slow learners with respect to anxiety scores of 12th standard students towards English language.

Hypotheses:

Following null hypothesis were formulated for the testing.

1. There is no significant difference between male and female slow learners with respect to anxiety scores of 12th standard students towards English language.
2. There is no significant difference between rural and urban slow learners with respect to anxiety scores of 12th standard students towards English language.

Methodology:

In this study Descriptive survey method was used. The study was conducted in the Solapur district of Maharashtra State. The sample selected was Purposive but representative of the population. A total 200, 12th class higher secondary school slow learners were selected for present study. The researcher has personally visited the colleges and collected the data by administering Anxiety scale in English. The collected data were tabulated and analyzed by using t-test and interpreted in the following manner.

Tools Used:

In order to collect the data pertaining to Level of Anxiety towards English, following tools were used:

- Anxiety in English scale developed by investigator.
- Students profile prepared by the investigator

Results and Discussion:

Comparison of boys and girls, rural and urban slow learners with respect to Anxiety in English among 12th standard students. To achieve these Objectives and test the Null hypothesis formulated, the unpaired t-test was applied and results have been represented in the following manner.

Hypothesis: 1) There is no significant difference between male and female slow learners with respect to anxiety scores of 12th standard students towards English language.

To achieve this hypothesis, the unpaired t-test was applied and the results are presented in the following table:

Table No.1: Results of t-test between male and female slow learners with Respect to Anxiety Scores of 12th Standard towards English Language.

Gender	Mean	SD	t-value	p-value	Significance
Boys	123.3183	17.3290	-4.4054	<0.05	S
Girls	133.8850	34.2134			

From the results of the above table, it can be seen that, the boys and girls slow learners with respect to anxiety scores of 12th standard students of higher secondary schools towards English language differ significantly with respect to anxiety scores about English language ($t=-4.4084$, $p<0.05$) at 5% level of

significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the girl students of higher secondary schools have higher anxiety scores about English language as compared to boys.

Hypothesis: 2) There is no significant difference between rural and urban slow learners with respect to anxiety scores of 12th standard students towards English language.

To test this hypothesis, the t-test was applied and the results are presented in the following table. To achieve this hypothesis, the unpaired t-test was applied and the results are presented in the following table:

Table No-2: Results of t-test between Rural and Urban higher Secondary Schools Students of 12th Standard with Respect to Anxiety Scores towards English Language

Location	Mean	SD	t-value	p-value	Significance
Rural	138.8333	34.8898	-0.4607	>0.05	S
Urban	126.9400	17.6551			

From the results of the above table, it can be seen that, the rural and urban secondary schools students of 12th standard differ significantly with respect to anxiety scores towards English language ($t=-0.4607$, $p>0.05$) at 5% level of significance. Hence, the null hypothesis is rejected and alternative hypothesis is accepted. It means that, the rural and urban slow learners of higher secondary schools of 12th standard have different anxiety scores about English language. However the rural slow learner students have higher anxiety scores as compare to urban area students.

Findings of the study: Findings of present study is as follows

1. The girl slow learner students of higher secondary schools have higher anxiety scores about English language as compared to boys.
2. The rural slow learner students have higher anxiety scores as compare to urban area slow learner students.

Educational Implications:

From the above discussion it has been found that in the present study, girls and rural 12th standard students have higher anxiety scores as compared to boys and urban area students. This implies that there is urgent need of proper training for teacher with respect to the proper methodology; Style of teaching especially in English and its grammar could be used in higher secondary schools. Some of the implications of this study are as follows

1. The higher Secondary school teachers can use new Teaching Programme in teaching English effectively.
2. Teachers must use variety of activities in teaching learning process.
3. A proper care should be taken for rural slow learner students in teaching English and especially in teaching grammar.

4. A proper care should be taken for girl slow learner in teaching English especially in teaching grammar.
5. All higher secondary school teachers must use ICT in teaching English especially in teaching grammar.
6. There is a need of developing good communication skills, interpersonal skills, collaborative work skills and basic skills of teaching English Language such as Reading, Writing, Listening and Speaking.

Conclusion:

There are some important changes occurring in the field of language learning and teaching. These changes are taking place as a result of dramatic advances in linguistic science, research techniques of teaching, progress made in mass media and greatly in learning foreign languages. In India our interest in learning English has a long history. We fully realize that English must be taught well. This requires a full appreciation of the modern trends in the methodology of teaching English. A brief look at past trends will help the learner to understand the present and possible future trends. To increase interest of students in learning English and to reduce the level of anxiety among the students, the innovative methods of teaching English especially grammar has to be promoted. Hence measures have to be taken by educational planers, teachers, thinkers and administrator to include various activities in teaching English at higher secondary schools.

Keeping in view the limitations of the present study, and the constraints under which it was conducted, the findings do not warrant wide generalization. It is, therefore, suggested that replication of this study on a larger sample of different age-groups, grade levels, subject areas, sex, socio-economic status and intelligence level, be made to arrive at more reliable and precise results.

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