



# ATTITUDE OF GOVERNMENT SECONDARY SCHOOL TEACHERS ON MULTIPLE DIMENSIONS OF ENGLISH LANGUAGE TEACHING IN PATNA

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## Abstract

This study examines how teachers at government secondary schools in Patna, India, feel about teaching English as a second language. In a society that is more globalised, the English language is critical. Hence it is critical to evaluate instructors' attitudes towards its methods of instruction. The research aims to determine the perceived difficulties, preferences, and general attitudes of English language instructors in Patna, a city with a diversified and vibrant culture.

The gathering of data was done using both qualitative and quantitative methodologies in a mixed-methods approach. A representative sample of Government Secondary School teachers was given questionnaires to fill out to gauge their attitudes towards various facets of teaching English, such as instructional strategies, curriculum topics, assessment procedures, and opportunities for professional growth. To learn more about the attitudes and experiences of a small sample of instructors, in-depth interviews were conducted with them.

According to preliminary research, Patna teachers' perceptions of teaching English as a second language are influenced by various things, including their educational backgrounds, teaching experiences, and exposure to cutting-edge instructional strategies. The study results will aid in comprehending the difficulties experienced by Patna's English language instructors and provide insightful advice to politicians and educational authorities on how to create efficient support systems and programmes for new teachers. Ultimately, this project aims to allow improved learning outcomes for Patna students and improve the quality of English language instruction in Government Secondary Schools.

**Keywords: attitude, commitment, competence, pedagogy, English language**

## Introduction

Attitude is characterised as an ‘affective’ and a ‘cognitive’ mental state involving ideas and emotions for comprehending human behaviour. Attitude takes its form through various experiences which exert a directive or a dynamic influence upon the individual’s response to all objects and situations with which it interacts. Frank Freeman defined attitude as a learned, consistent way of responding to certain institutions, people, or things that have become a person’s go-to way of responding.

Language learning is indeed a shared responsibility. All parties involved in language learning—students, parents, instructors, and the community, share responsibility for it. Students must always have the chance to utilise language in all its forms. Opportunities for language learning start at home and grow as children enter larger communities. Schools offer settings where children can continue to acquire language knowledge, abilities, and methods for achieving their scholastic, social, and personal objectives.

However, teachers have a responsibility to promote second language development. Teachers of specific subject areas, for instance, impart the specialised terminology and forms of each discipline. Nevertheless, language teachers have a unique position because they concentrate on language, its forms, and its purposes. They assist students in creating and putting into practice comprehension, writing, and response skills in a range of contexts. Hence, teachers do play the most crucial role in language learning. Her feelings and belief system for the language, perception, and attitude significantly affect her teaching of the language. Latchanna and Dagnev have rightly said that attitude is a concept to understand human behaviour and is defined as a mental state that includes beliefs and feelings. One of the most critical factors that affect learning and teaching is belief or attitude. If teachers think they won't be able to teach the new language successfully, their beliefs may be a barrier. A negative outlook might make it difficult to teach a language. Now the question arises of what constitutes this belief system. Both teachers and students are a part of their respective communities. According to Mellom, Straubhaar, Balderas, Ariail, and Portes (2018), teachers and students are motivated to become proficient in English when the culture, attitude of elders, vocational opportunities, and employment opportunities support it. Conversely, if the community’s attitude is sceptical of the benefits, the acquisition of English becomes ‘mere work’ to be accomplished, and teachers struggle to finish the curriculum. At the same time, students put out the minimum effort to receive a passing grade. Though the researcher is more concerned with the scenario in Bihar, especially Patna, the following reasons impact India, including Bihar.

Bihar is the most backward state in India, with a meager literacy rate; hence, people have an even more antagonistic attitude toward English. They emphasize regional, linguistic, and cultural differences; hence, English has begun to disappear from the public sphere.

This demonstrates the sociocultural environment in which students of a second language find themselves discouraged during the learning process. In a nutshell, language is linked to society and culture. As a result, people who, for whatever reason, do not appreciate the society or culture associated with the language, attempt hard to learn the language and make any progress. There simply needs to be a conducive setting for English teaching and learning. Vygotsky rightly regarded sociocultural settings as the essential and determining factor in English language learning. Bihar lacks a sociocultural backdrop, making it difficult for students to improve their English

language abilities. When under pressure to do well, students engage in rote learning. The result of this is the development of a wrong opinion of English. They soon experience what is known as "English weariness" and start to hate the language in secret, further hindering their ability to learn. Now, these students, when later become teachers, are loaded with these kinds of thought processes, which eventually make up their negative attitude towards language, and this is what they carry in their classrooms, 'English is an alien language.'

Most English teachers also have a very negative professional attitude. They teach with a belief system that they must somehow complete the syllabus. They consider teaching English as just another subject that requires only studying the syllabus. Such an attitude compels them to only focus on teaching the literature and grammar parts prescribed in the syllabus instead of focusing on developing the four basic language skills. The first and foremost function of language is communication, and for this purpose, honing language skills is most important. They forget that while teaching a second language, it is imperative to connect the lesson with the day-to-day life and emotions of the pupils so that they can understand the essence of the language at large. They consider innovative teaching methods, which could help inculcate the language within their setup, a waste of time. Thus, the learners struggle when attempting to learn the English language. So, the students also take the simple route out, with complete faith in the policy of 'pass without English,' just focusing on getting the passing marks. They merely mug it up for exam purposes. Due to just simple unprofessional attitude of the teachers leads to students' lack of interest, and they are unable to learn the language successfully. Hence, they do not develop the linguistic abilities necessary for the target language. So, indeed it can be very well concluded that change in English education in Bihar emphatically depends upon the belief and attitudes of the teachers at large. To better understand how to teach and learn English, we need to investigate the dimensions impacting teachers' and students' epistemological and cognitive abilities.

### **Dimensions of Attitude affecting Second Language teaching**

Teaching a second language relies heavily on the teacher's demeanor. The following aspects of teachers' attitudes may have a substantial impact on the process:

#### **Attitude towards competence and commitment to teaching English**

A confident conviction in one's linguistic and pedagogical abilities as an English teacher is essential. Such assurance may motivate students and set the stage for productive learning. A similar dedicated mindset would mean going the additional mile to help students with their English language progress and always looking for ways to improve their teaching techniques.

#### **Attitude towards the use of innovative pedagogy for teaching English**

To improve the student's language acquisition, teachers with a favourable outlook on innovative pedagogy are willing to experiment with novel techniques, methodologies, and technology. They are open to trying out new approaches to language learning that are more participatory and student-centered, such as multimedia materials, mobile applications, and other forms of digital technology.

## **Attitude towards professional ethics and student-teacher relation**

The welfare and academic development of the students come first for teachers with a strong ethical perspective. They hold confidentiality, impartiality, and professional honesty; building a helpful and courteous connection with students, encouraging a secure environment for language practice, and establishing a pleasant learning environment are further aspects of having a positive attitude towards the student-teacher relationship.

## **Attitude towards problems and solutions**

Teachers with a positive outlook on problems see difficulties in language teaching as chances for development. They tackle challenges with a problem-solving mentality and look for innovative methods to deal with each student's unique learning demands and linguistic challenges.

## **Attitude towards a policy for language**

Teachers' attitudes about language policy directly impact how they handle the subject.

## **Objectives**

1. To study the attitude of government secondary school teachers towards English language teaching.
2. To study the attitude of government secondary school teachers towards confidence and commitment, innovative pedagogy, professional ethics, student-teacher relations, problems and solutions, and language policy for teaching the English language.
3. To study the gender-related differences of government secondary school teachers teaching English on multiple dimensions of English language teaching.

## **Methodology**

The present paper attempts to interpret current teaching practices and identify and investigate the attitudinal dimensions that affect the teaching-learning process. The nature of the study permits information analysis using a quantitative methodology. To identify the attitude of the English teachers, a questionnaire was prepared on a five-point scale divided into five dimensions. The questionnaire consists of 74 statements that elicit teachers' attitudes towards commitment to teaching the second language, professional ethics, student-teacher relations, and their views about the language policy, innovative pedagogy, and effort to improve their fluency. The total number of respondents is 147, comprising 79 male and 68 female government secondary school English teachers.

Research Through Innovation

**Findings:****1. To study the attitude of government secondary school teachers towards English language teaching.**

<b>Attitude</b>	<b>Population</b>	<b>Percentage</b>
High	20	13.61
Moderate	111	75.51
low	16	10.88

From Table 1., it is clear that 13.61% of government secondary school English teachers have a high level of attitude towards English teaching, 75.51% of government secondary school teachers English teachers have a moderate level of attitude towards English teaching, while 10.88% of government secondary school English teachers have a low level of attitude towards English teaching.

**2. To study the attitude of government secondary school teachers towards confidence and commitment, innovative pedagogy, professional ethics, and student-teacher relations, problems and solutions, and language policy for teaching the English language.**

<b>ATT DIMENSIONS</b>	<b>HIGH %</b>	<b>AVERAGE %</b>	<b>LOW %</b>
Confidence and commitment	6.8	82.31	10.88
innovative pedagogy	14.28	66.67	19.05
professional ethics and student-teacher relations	16.33	75.51	8.16
problems and solutions	19.05	72.79	8.16
language policy	18.37	64.63	17.01

From Table 2., the following analysis can be made:

- i. the attitude of 6.8% of government secondary school teachers towards confidence and commitment to teaching the English language is high; 82.31% of government secondary school teachers towards confidence and commitment to teaching the English language is moderate. In comparison, 10.88% of government secondary school teachers confidence and commitment to teaching the English language is low.
- ii. the attitude of 14.28% of government secondary school teachers towards the use of innovative pedagogy to teaching the English language is high, 66.67% of government secondary school teachers towards the use of innovative pedagogy to teaching the English language is moderate. In comparison, 19.05% of government secondary school teachers towards the use of innovative pedagogy to teaching the English language is low.
- iii. the attitude of 16.33% of government secondary school teachers towards professional ethics and student-teacher relations for teaching the English language is high, and 75.51% of government secondary school teachers towards professional ethics and student-teacher relations for teaching the English language is moderate. In comparison, 8.16% of government secondary school teachers towards professional ethics and student-teacher relations for teaching the English language is low.
- iv. the attitude of 19.05% of government secondary school teachers towards problems and solutions for teaching the English language is high, and 72.79% of government secondary school teachers towards problems and solutions for teaching the English language is moderate. In comparison, 8.16% of government secondary school teachers' problems and solutions for teaching the English language need to be higher.
- v. the attitude of 18.37% of government secondary school teachers towards language policy for teaching the English language is high, 64.63% of government secondary school teachers towards language policy for teaching the English language is moderate. In comparison, 17.01% of government secondary school teachers' language policy for teaching the English language is low.

The above findings indicate that government secondary school teachers teaching English primarily have a moderate attitude towards various aspects of their profession. Most teachers show a balanced and reasonable positive outlook on confidence and commitment, innovative pedagogy, professional ethics, student-teacher relations, problem-solving, and language policy. A positive attitude is necessary while teaching a second language as it optimises learning. Moreover, teacher confidence and commitment are significant factors that motivate students' outlook, impacting their emotional attendance and engagement during their teaching-learning process. Innovation in pedagogy is a primary axis for strengthening and reaffirming students' solidarity and willingness to learn a language. A healthy student-teacher relationship builds up confidence in students, generating secure feelings

among students and allowing them to flourish in a climate of tenderness, ultimately making them feel and believe that learning a second language is a pleasure. The findings indicate that many teachers are sagacious in addressing challenges in their English language classrooms and adopt a problem-solving approach.

However, there are variations among teachers, with some demonstrating higher levels of enthusiasm and proactiveness in certain areas while others exhibited lower levels of receptiveness.

### 3. To study the gender-related differences of government secondary school teachers teaching English on multiple dimensions of English language teaching.

Table 3: Differential analysis of the gender-related differences of government secondary school teachers teaching English on multiple dimensions of English language teaching							
Attitude Dimensions	Gender	N	Mean	St. Deviation	t'-value	P	Remark
confidence and commitment	Male	79	51.01	4.05	0.932	0.352	NS
	Female	68	51.58	3.38			
innovative pedagogy	Male	79	73.32	8.22	1.371	0.172	Ns
	Female	68	75.21	8.46			
professional ethics and student-teacher relations	Male	79	47.35	4.98	0.103	0.917	NS
	Female	68	47.43	4.26			
problems and solutions	Male	79	39.37	3.36	0.07	0.943	NS
	Female	68	39.32	3.49			
language policy	Male	79	76.63	5.88	0.25	0.802	NS
	Female	68	76.38	6.24			

From Table 3., the following interpretations can be made based on the differential analysis of the gender-related differences between government secondary school teachers teaching English on multiple dimensions of English language teaching:

- i. the mean attitude score for male partakers towards confidence and commitment is 51.01 with a standard deviation of 4.05; for female partakers, the mean score is 51.58 with a standard deviation of 3.38. The obtained t-value is 0.932, and the p-value is 0.352. Since the p-value is more significant than the significance level of 0.05, this ensures that there is no significant difference in the attitude towards confidence and commitment between male and female teachers.
- ii. the mean attitude score for male partakers towards innovative pedagogy is 73.32 with a standard deviation of 8.22; for female partakers, the mean score is 75.21 with a standard deviation of 8.46. The obtained t-value is 1.371 and the p-value is 0.172. Since the p-value is more significant than the significance level of 0.05, this ensures that there is no significant difference in the attitude towards innovative pedagogy between male and female teachers.
- iii. the mean attitude score for male partakers towards professional ethics and student-teacher relations is 47.35 with a standard deviation of 4.98; for female partakers, the mean score is 47.43 with a standard deviation of 4.26. The obtained t-value is 0.103, and the p-value is 0.917. Since the p-value is more significant than the significance level of 0.05, this ensures that there is no significant difference in the attitude towards professional ethics and student-teacher relations between male and female teachers.
- iv. the mean attitude score for male partakers towards problems and solutions is 39.32, with a standard deviation of 3.36; for female partakers, the mean score is 47.43, with a standard deviation of 3.49. The obtained t-value is 0.07, and the p-value is 0.943. Since the p-value is more significant than the significance level of 0.05, this ensures that there is no significant difference in the attitude towards problems and solutions between male and female teachers.
- v. the mean attitude score for male partakers towards language policy is 76.63 with a standard deviation of 5.88; for female partakers, the mean score is 76.38 with a standard deviation of 6.24. The obtained t-value is 0.25, and the p-value is 0.802. Since the p-value is more significant than the significance level of 0.05, this ensures that there is no significant difference in the attitude towards language policy between male and female teachers.

The above analysis juxtaposes English male and female government secondary school teachers' perspectives on various dimensions of attitude towards English language instruction. The mean attitude scores and standard deviations for each group have been calculated, and t-tests are conducted to verify whether the two groups have statistically significant differences.

The findings indicate that the attitude towards confidence and commitment is the same, innovative pedagogy, professional ethics, student-teacher relations, problem-solving, and language policy between male and female teachers. The p-value obtained from the test is all greater than the significance level of 0.05, indicating any observed differences in the mean attitude scores between male and female teachers could be due to chance and not reflective of an actual difference in attitudes.



## Discussion and Conclusion

The study's findings indicate that government secondary school teachers teaching English primarily possess a moderate attitude towards various aspects of their profession. Most teachers exhibit a poised and reasonably positive stance on confidence, commitment, innovative pedagogies, professional ethics, student-teacher relations, problem-solving, and language policy. However, there are also teachers at both ends of the spectrum, with some displaying higher levels of enthusiasm and proactiveness in certain areas while others exhibiting lower levels of receptiveness.

This highlights the importance of providing continuous professional development and support to encourage teachers to promote effective English language teaching and create a positive learning environment, exploring and implementing innovative teaching techniques. Educational institutes and policymakers should reinforce the significance of professional ethics, problem-solving approaches, and fostering positive student-teacher interactions. Teachers' abilities can be enhanced by promoting ongoing training, leading to more effective English language education in government secondary schools.

The findings also reveal that gender does not significantly influence the attitudes of government secondary school teachers towards different dimensions of English language teaching. Both male and female teachers validate similar attitudes towards confidence commitment. Innovative pedagogy, professional ethics, student-teacher relations, problem-solving, and language policy. These results underscore the importance of upholding gender equality in the teaching profession and ensuring that all teachers get equal prospects for professional development and support in delivering effective English language education.

Even though there is no statistically critical difference, exploring the study's implications is imperative. These findings provide valuable insights for educational institutes and policymakers, underlining the necessity of providing comprehensive training and assistance to both male and female teachers in addressing diverse aspects of English language teaching. By promoting an inclusive and supportive learning environment for all educators, government secondary schools can foster effective English language education and ultimately enhance students' language learning experiences.

Thus, it can be concluded that the various dimension of teaching discussed in this paper: confidence and commitment, innovative pedagogy, professional ethics, student-teacher relations, problem-solving, and language policy, are all essential epistemic support that endorses all three domains of learning cognitive, affective and kinaesthetic thus creating an effective learning milieu in the classroom. A similar result was found in a study by Deocampo in 2020, where problems and difficulties were with teachers' voices, classroom management, teaching tactics, learning strategies, difficulties communicating in English vocabulary, lesson planning, teacher evaluation, and student motivation. Such attitudes towards teaching a second language will improve and optimize interpersonal relationships between teachers and students, thus transcending hesitation among students and soaring higher in learning a second language.

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