

Attitude of upper primary school Teachers towards Bilingual text books in Kuppam Mandal Andhra Pradesh

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Abstract

The present study has been conducted to study the "Attitude of upper primary school Teachers towards Bilingual text books in Kuppam Mandal". The sample For the investigation was drawn from upper primary school teachers towards Bilingual text books in Kuppam Mandal Chittoor district of Andhra Pradesh state. By using simple random sampling technique. It comprises 4 upper primary schools and 40 upper primary school teachers. The investigator developed by the tool by establishing the reliability and validity, self made tool was used in the present study. The study also revealed that there is no significant difference in the upper primary school teachers ' attitude towards Bilingual text books with respect to their gender. Hence the Null hypothesis is accepted. The study also revealed that There is no significant difference in the upper primary school teachers 'attitude towards Bilingual text books with respect to their age. Hence the Null hypothesis is accepted

Keywords: Attitude, Bilingual text books, upper primary school Teachers.

Teacher Attitude:

The term attitude has been used by psychologists in several connotations and there are a number of agreed definitions of the terms. It is a familiar word and is used freely to express one's way of thinking or behaving.

In the dictionary of philosophy and psychology **Baldwin** define attitude as readiness for attention or action of a definite sort.

According to Cambridge Advanced learners Dictionary "Attitude is a feeling or opinion about something or someone or a way of behaving that is caused by this"

Bilingual text books

Many schools, around the world, with a high population of English as second language are utilizing Bilingual books in their educational programs. These books can play a large role in mirroring students' natural cultural and linguistic environments in order to provide an effective educational environment. These books are beneficial in the learning of English because they teach vocabulary words in context and the text is supported by pictures and other extra linguistic cues such as selective text bolding and repetition

Objectives of the study:

1. To find out the upper primary school teachers' attitude towards Bilingual text books.
2. To find out the upper primary school teachers' attitude towards Bilingual text books with respect to their gender
3. To find out the upper primary school teachers' attitude towards Bilingual text books with respect to their age.

Hypothesis of the study

1. There is no significant difference in the upper primary school teachers 'attitude towards Bilingual text books with respect to their gender.
2. There is no significant difference in the upper primary school teachers 'attitude towards Bilingual text books with respect to their age.

Methodology

In the present study the investigator adopted the normative survey method to study and describe the "Attitude of upper primary school Teachers towards Bilingual text books" at Kuppam Mandal, Chittoor District of Andhra Pradesh State.

Sample

The sample for the investigation was drawn from the upper primary school teachers selected from Kuppam Mandal in Chittoor district of Andhra Pradesh. In Kuppam, there are 12 Secondary schools, out of which 12 secondary schools, one is under Govt Management and 11 are under Zilla parishat control. The Sample comprises of 4 upper primary schools and 40 upper primary school teachers working in government and Zilla Parishat schools. In the present study the investigator used by simple random sampling techniques.

Tool used

The investigator developed the tool by establishing the reliability and validity. In the present study for the purpose of collecting the data the investigator used 5 point attitude scale consisting of 45 statements related to Bilingual text books

**MEAN SCORES AND LEVEL OF ATTITUDE OF UPPER PRIMARY SCHOOL
TEACHERS TOWARDS BILINGUAL TEXT BOOKS IN KUPPAM MANDAL**

SL.NO	ATTITUDE SCALE STATEMENTS	MEAN	ATTITUDE LEVEL
1	Bilingual text books are helpful	4.2	H
2	Bilingual teaching is better than traditional teaching	4.2	H
3	Learners learn best when they use Bilingual text books	3.9	M
4	Deeper understanding do not take place through Bilingual text books	3.0	M
5	Self-learning will be strengthened by Bilingual text books	4.1	M
6	Engaging students is not difficult by using Bilingual text books	3.8	M
7	Home Assignments does not compel students to study more when they use Bilingual text books	3.4	M
8	Introduction of Bilingual text books do not ensures the smooth transition from T.M to E.M	3.0	M
9	Reflection does not take place through Bilingual text books	3.2	M
10	Involving students in two languages distracts students.	3	L
11	Thoughtful learning takes place through Bilingual text books	4	M
12	Lot of time is required to teach in both languages	3.1	M
13	Teaching becomes monotonous when we use Bilingual text books	3	L
14	English language in Bilingual text book is easy to understand	4	M

15	Many students read only Telugu in the Bilingual text books	3.5	M
16	There is scope for students to reflect on the content	3.8	M
17	Appropriate methodology was not used in Bilingual books	3.0	L
18	Bilingual text books creates additional work for teachers	2.8	L
19	Content of the text books is up to date	3.9	M
20	Sufficient activities are given in Bilingual text books	3.8	M
21	Diagrams and photographs are not attractive to the students	2.6	L
22	Enough examples are given in Bilingual text books	3.6	M
23	Key words in both languages are useful	4.2	H
24	Bilingual text books are user friendly for both student and teachers	3.7	M
25	Questions should have been more after the lesson	3.7	M
26	Bilingual text books are just word to word translation.	3.3	M
27	Easy to guide students through their assignment with Bilingual text books	3.9	M
28	I prefer to use only English in the class room	3.2	M
29	I do not ask the students to read the telugu text at home in advance	3.0	L
30	Students find difficult when I explain completely in English	3.9	M
31	Using english and telugu in the class room to make students understand better is advisable	4	M
32	Help is not required by students in their reference work.	3.2	M

33	Planning lessons in advance keeping individual differences in mind is advisable	3.7	M
34	In the end, I am not in the habit of summarizing the lessons, I teach.	2.7	L
35	I encourage students to be punctual in their assignments and homework .	4.0	M
36	I am concerned with the maintenance of discipline in the classroom within the framework of democratic atmosphere.	3.9	M
37	I do not want to take criticisms from others as a feedback for my own self improvement.	3.4	M
38	I support the genuine causes of teaching community.	4	M
39	I do not like to consult my colleagues in the planning of my lessons.	2.8	L
40	While teaching, I do not prefer to ask more thought provoking questions than fact finding questions.	2.7	L
41	I have love for my students	4.3	M
42	I plan my lessons based on techniques tested and found suitable.	4.2	M
43	I do not discuss with students about their performance in tests.	2.4	L
44	I consider my first duty to be devoted to get a good name to my school.	4	M
45	Introduction of Bilingual text books is an innovative idea in education system	4.1	M

From the above Table it is informed that the upper primary school teachers who teaches at upper primary level revealed low attitude, moderate attitude and some cases are having high attitude on Bilingual text books. Hence the results reminded that the upper primary school teachers who used Bilingual text books have moderate attitude towards Bilingual text books.

Note:

LEVELS	ATTITUDE SCORING
LOW	BELOW 3.0
MODERATE	BETWEEN 3.0 and 4.1
HIGH	MORE THAN 4.1

Result and Discussion on Bilingual text books

a) Gender- wise

The following hypothesis has been formulated with regard to opinion of the upper primary school teachers on bilingual text books.

Hypothesis

There is no significant difference in the upper primary school teachers 'attitude towards Bilingual text books with respect to their gender.

Table no: 1. Presenting the gender wise responses towards Bilingual text books

SL.NO	GENDER	MEAN	S.D	t-VALUE
1	MALE	156	16.1	1.19
2	FEMALE	161	12.6	

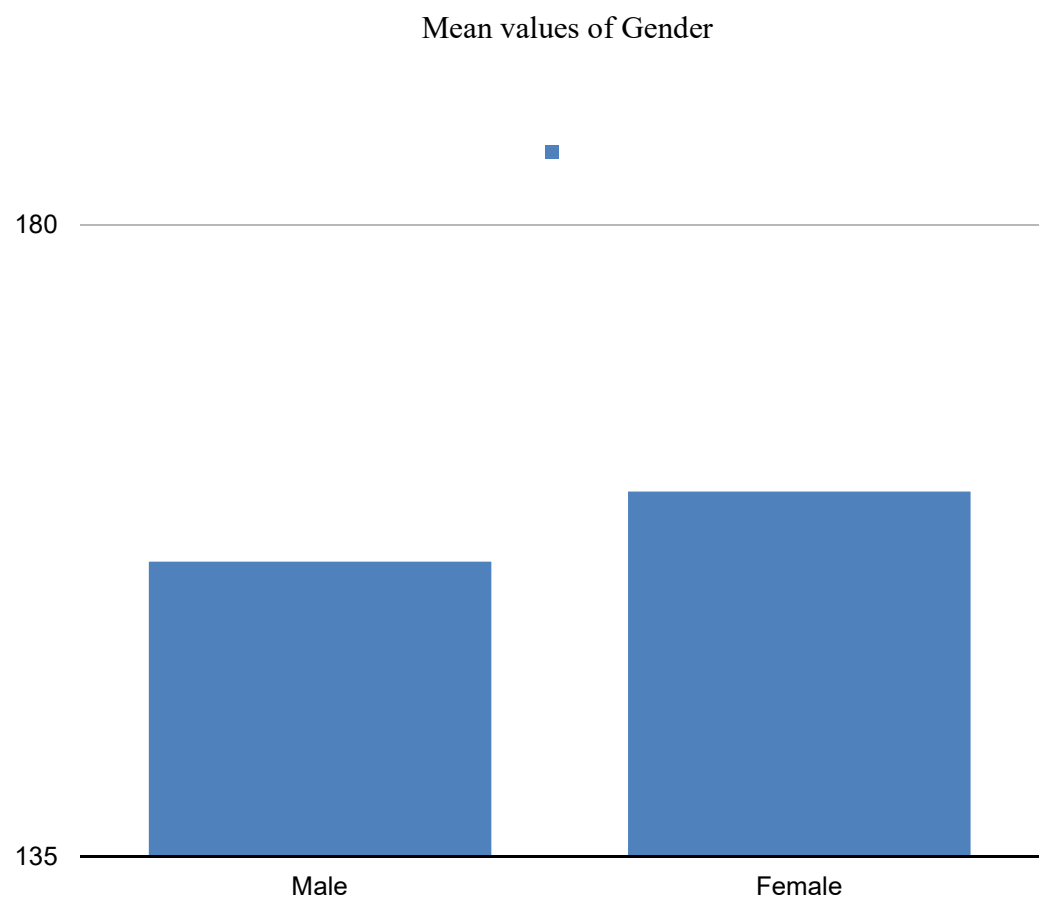
Note: @Not significant at 0.01 level.

Table value

2.423

From the above table it is obvious that the calculated t-value i.e. 1.19 is less than the table value 2.423 and not significant at 0.01 level. Hence the Null hypothesis is **accepted** it shows that there is no significant difference in the upper primary school teachers ’attitude towards Bilingual text books with respect to their gender”

From the above table it is obvious that female teachers showed positive attitude (Mean-161) when compared to Male Teachers (Mean-156)



Age - wise

The following hypothesis has been formulated with regard to opinion of the upper primary school teachers on bilingual text books.

Hypothesis

There is no significant difference in the upper primary school teachers 'attitude towards Bilingual text books with respect to their age.

Table no: 2. Presenting the age wise responses towards Bilingual text books

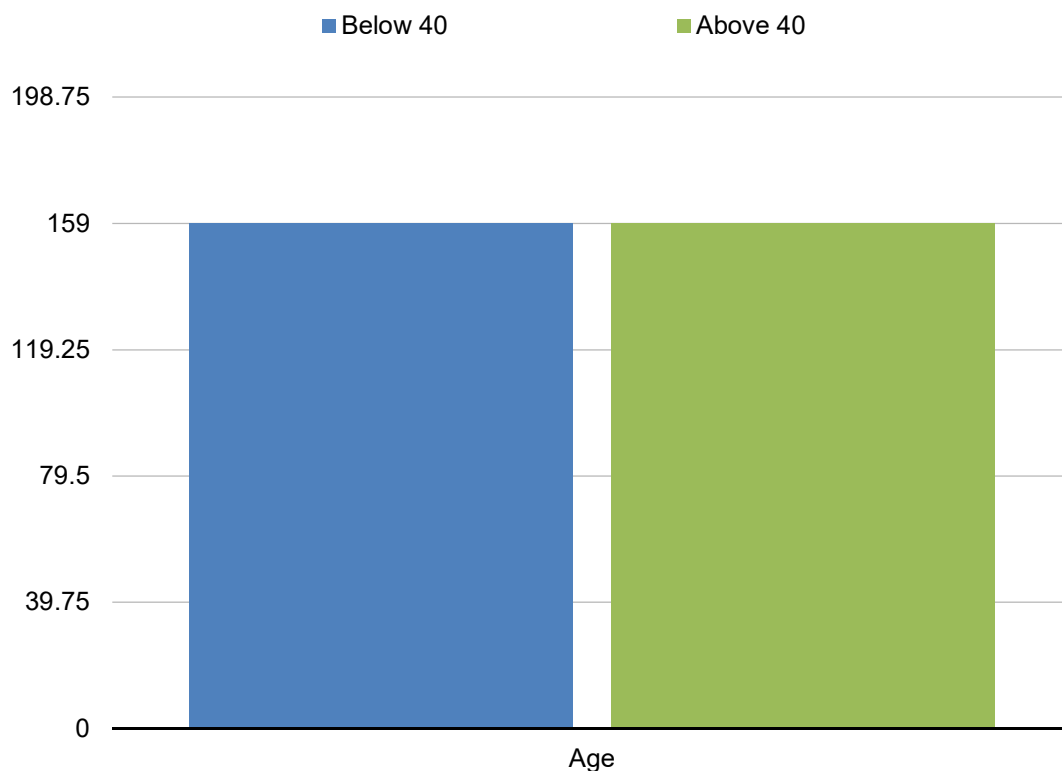
SL.NO		MEAN	S.D	t-VALUE
1	40 and Below	159	17.8	0.18
2	Above 40	159	10.2	

Note:@Not significant at 0.01 level.

Table value 2.423

From the above table it is obvious that the calculated t-value i.e. 0.18 is less than the table value 2.423 and not significant at 0.01 level. Hence the Null hypothesis is **accepted** it shows that There is no significant difference in the upper primary school teachers 'attitude towards Bilingual text books with respect to their age. From the above table it is clear that the both groups have same attitude towards Bilingual text books as their means are both equal i.e. 159

Mean values of Age

Finding of the study

- In general the upper primary school teachers who used Bilingual text books have moderate attitude towards Bilingual text books.
- Majority of the female teachers showed positive attitude (Mean-161) when compared to Male Teachers (Mean-156)
- Irrespective of their age group, both groups namely, below 40 and above 40 have same attitude towards Bilingual text books as their means are both equal i.e. 159

Implications of the study

The present study revealed that out of 45 statements related to Bilingual text books on 32 statements the upper primary school teachers demonstrated moderate attitude. It is indicating that there is scope for Bilingual text books in the coming years.

- The objective of the Bilingual text books is to ensure smooth transition from Telugu medium to English medium in Andhra Pradesh state. To achieve these objectives the Government has to release the funds in time and monitor the situation time to time to make this more successful.
- The present study also revealed that the Bilingual text books contributed to social equality i.e. poor people cannot afford English medium education in Private schools. Bilingual text books give a chance for them to opt for English medium in govt school without paying any fee.
- Care should be taken while preparing Bilingual text books. More examples and activities be included. Picture quality should be improved to make Bilingual text books more useful
- The present study also revealed that learning ability and academic achievement and interest in academic aptitude is improved in a great way with Bilingual text books

Suggestions for further study

- A similar study may be conducted to know the attitude of the secondary school teachers towards Bilingual text books.
- A similar study may be extended to other variables like educational qualifications of the teacher, salary, location of the residence.
- A similar study may be carried out to know the attitude of the upper primary school students towards Bilingual text books.

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