



## A study on students' attitude towards English language learning at high school level

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### Abstract

English has become an essential language for education, communication, and career advancement in the modern world. The attitude of students towards learning English plays a significant role in determining their success in acquiring language skills. The present study aimed to investigate the attitudes of Class IX students towards English language learning at the high school level. The study was conducted among 100 students selected from government and private schools. A standardized "Attitude Towards Learning English Scale" developed by Ravi Vanguri and M. Rajendra Nath Babu was used for data collection. The collected data were analyzed using Mean, Standard Deviation, and t-test. The findings revealed that private school boys possessed significantly more positive attitudes towards English language learning than government school boys. No significant difference was found between government and private school girls. The study also revealed a significant difference between boys and girls, with girls showing comparatively more positive attitudes toward English language learning. The study highlights the importance of creating supportive learning environments and adopting innovative teaching methods to improve students' attitudes toward English learning.

**Keywords:** Attitude, English language learning, high school students, government schools, private schools, gender differences

### Introduction

Language is one of the most important tools of communication and social interaction. Among the various languages spoken throughout the world, English occupies a unique position as an international language. It is widely used in education, science, technology, business, and international communication. In India, English serves as an important second language and has become a necessity for academic and professional success.

The learning of English depends not only on intellectual ability but also on several psychological factors. One of the most important psychological factors is attitude. Attitude refers to an individual's feelings, beliefs, and behavioral tendencies toward a particular object, subject, or activity. A positive attitude toward English language learning encourages students to participate actively in classroom activities and improves their motivation and achievement. Conversely, a negative attitude may create anxiety, lack of interest, and poor performance.

At the high school level, students are in a critical stage of educational development. Their perceptions and attitudes toward English significantly influence their future academic and professional opportunities. Therefore, it is important to study students' attitudes toward English language learning and identify factors that influence these attitudes.

The present study attempts to examine and compare the attitudes of Class IX students studying in government and private schools toward English language learning.

### Statement of the Problem

"A Study on Students' Attitude Towards English Language Learning at High School Level."

### Objectives of the Study

1. To study the attitudes of Class IX students in government schools toward English language learning.
2. To study the attitudes of Class IX students in private schools toward English language learning.

3. To compare the attitudes of Class IX boys and girls toward English language learning.
4. To identify differences in attitudes between government and private school students.

### Hypotheses of the Study

1. There is no significant difference in attitudes toward English language learning between Class IX boys studying in government and private schools.
2. There is no significant difference in attitudes toward English language learning between Class IX girls studying in government and private schools.
3. There is no significant difference in attitudes toward English language learning between Class IX boys and girls.

### Methodology

#### Research Method

The present study employed the Survey Method of research.

### Population

The population of the study consisted of Class IX students studying in selected government and private schools.

### Sample

A sample of 100 students was selected through Simple Random Sampling. The sample included:

Type of School	Boys	Girls	Total
Government School	25	25	50
Private School	25	25	50
Total	50	50	100

### Tool Used

The researcher used the standardized "Attitude Towards Learning English Scale" developed by Ravi Vanguri and M. Rajendra Nath Babu.

**Statistical Techniques**

The following statistical techniques were used:

- Mean
- Standard Deviation
- t-test

**Results and Interpretation**

**Hypothesis**

**H<sub>01</sub>:** "There is no significant difference in attitude towards English language learning between Class IX boys of government and private schools."

**Table 1:** Attitude Towards English Language Learning among Class IX Boys of Government and Private Schools

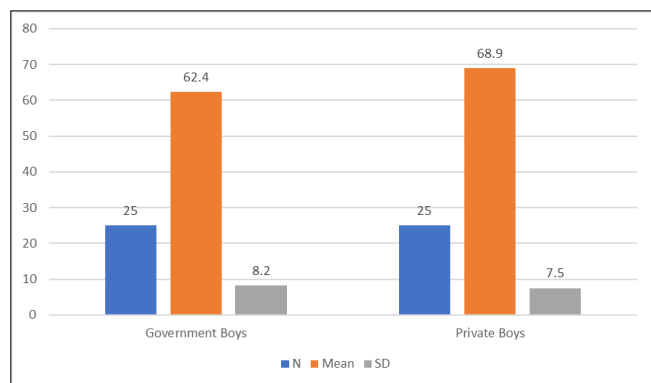
Group	N	Mean	SD	t-value	level of significance
Government Boys	25	62.4	8.2	2.93	Significant at level 0.05
Private Boys	25	68.9	7.5		

df - 50-2 = 48. p>0.05

**Interpretation**

It is clear from the above Table 4.1 that the mean score of attitudes towards English language learning among Government school boys is 62.4 and Private school boys is 68.9. The standard deviation values are 8.2 and 7.5 respectively. There is a difference in the mean values of both groups, showing that Private school boys have a higher level of positive attitude towards English learning compared to Government school boys.

Here, the t-test value at 48 degrees of freedom at 0.05 level of significance shows that the table value is 2.01 and the calculated value of t-test is 2.93. Hence, there is a significant difference between Government and Private school boys. Thus, the hypothesis H<sub>01</sub> is rejected. It is thus inferred that there is a significant difference in attitude towards English language learning among Government and Private school boys.



**Graph 1:** Attitude Towards English Language Learning among Class IX Boys of Government and Private Schools

**Hypothesis**

**H<sub>02</sub>:** "There is no significant difference in attitude towards English language learning between Class IX girls of government and private schools."

**Table no 2:** Attitude Towards English Language Learning among Class IX Girls of Government and Private Schools

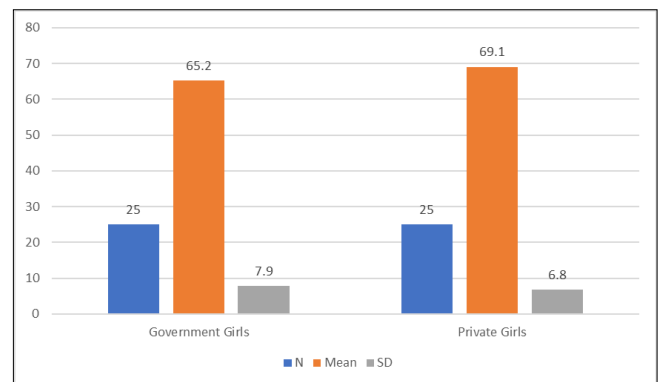
Group	N	Mean	SD	t-value	level of significance
Government Girls	25	65.2	7.9	1.85	Not Significant at level 0.05
Private Girls	25	69.1	6.8		

df - 50-2 = 48. p<0.05

**Interpretation**

It is clear from the above Table 4.2 that the mean score of attitudes towards English language learning among Government school girls is 65.2 and Private school girls is 69.1. The standard deviation values are 7.9 and 6.8 respectively. There is a slight difference in the mean values of both groups, indicating that Private school girls show a somewhat higher positive attitude than Government school girls.

Here, the t-test value at 48 degrees of freedom at 0.05 level of significance shows that the table value is 2.01 and the calculated value of t-test is 1.85. Hence, there is no significant difference between Government and Private school girls. Thus, the hypothesis H<sub>02</sub> is accepted. It is thus inferred that there is no significant difference in attitude towards English language learning among Government and Private school girls.



**Graph 2:** Attitudes Toward English Language Learning among Class IX Girls of Government and Private Schools

**Hypothesis**

**H<sub>03</sub>:** "There is no significant difference in attitude towards English language learning between Class IX boys and girls of Class IX."

**Table 3:** Attitude Towards English Language Learning between Boys and Girls of Class IX

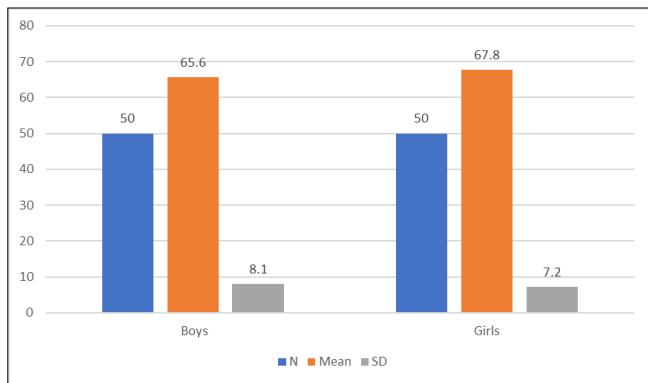
Group	N	Mean	SD	t-value	level of significance
Boys	50	65.6	8.1	2.30	Significant at level 0.05
Girls	50	67.8	7.2		

df - 100-2 = 98. p>0.05

**Interpretation**

It is clear from the above Table 4.3 that the mean score of attitudes towards English language learning among boys is 65.6 and girls is 67.8. The standard deviation values are 8.1 and 7.2 respectively. There is a difference in the mean values of both groups, showing that girls have a slightly higher positive attitude towards English learning than boys.

Here, the t-test value at 98 degrees of freedom at 0.05 level of significance shows that the table value is 1.98 and the calculated value of t-test is 2.30. Hence, there is a significant difference between boys and girls. Thus, the hypothesis H<sub>03</sub> is rejected at 0.05 level. It is thus inferred that there is a significant difference in attitudes towards English language learning between boys and girls.



**Graph 3:** Attitude Towards English Language Learning between Boys and Girls of Class IX

### Major Findings

1. Private school boys showed significantly more positive attitudes toward English language learning than government school boys.
2. No significant difference was found between government and private school girls.
3. Girls demonstrated more positive attitudes toward English language learning than boys.
4. School environment and educational facilities appear to influence students' attitudes toward English learning.
5. Gender differences also play an important role in shaping attitudes toward English language learning.

### Educational Implications

The findings of the study have several educational implications:

1. Teachers should adopt innovative teaching strategies to improve students' attitudes toward English.
2. Government schools should strengthen English language learning environments.
3. Schools should provide opportunities for communicative language activities.
4. Language laboratories and digital learning tools should be utilized effectively.
5. Students should be encouraged to participate in English-speaking activities.
6. Parents should support English learning at home.
7. Teacher training programs should focus on motivational teaching techniques.

### Suggestions

1. Encourage daily use of English inside and outside the classroom.
2. Organize debates, storytelling, role plays, and group discussions.
3. Integrate technology into English language teaching.
4. Develop student-centered teaching approaches.
5. Reduce anxiety and fear associated with learning English.
6. Create a positive classroom atmosphere.
7. Encourage extensive reading habits.
8. Conduct language enrichment programs regularly.

### Conclusion

The present study concludes that students generally possess favorable attitudes toward English language learning; however, significant differences exist based on school type and gender. Private school boys and girls exhibit

comparatively higher positive attitudes than government school students, and girls demonstrate more positive attitudes than boys. These findings suggest that educational institutions should focus on improving learning environments, teaching methodologies, and student motivation to foster positive attitudes toward English language learning. Developing positive attitudes among students can contribute significantly to improved language proficiency, academic achievement, and future career opportunities.

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