

STUDY OF ATTITUDE TOWARDS ENGLISH IN RELATION TO SELF-CONCEPT AMONG SECONDARY SCHOOL STUDENTS

Dr. kiran Rani¹ , Dr. Parminder²

¹Kiranpahwa888@gmail.com

Assistance Professor, Desh Bhagat University, Mandi Gobindgarh

²parminderkaur7669@gmail.com

Assistant Professor, Lovely Professional University, Phagwara

Abstract

This study explores the relationship between secondary school students' attitudes towards English and their self-concept. Recognizing that language learning is not only an academic endeavor but also a psychological one, this research investigates how students' perceptions of themselves influence their motivation and performance in English. A sample of 300 students from various secondary schools was selected through stratified random sampling. Data were collected using two validated instruments: an attitude towards English scale and a self-concept questionnaire. The findings reveal a significant positive correlation between students' attitudes towards English and their self-concept. Students with a higher self-concept tend to have a more positive attitude towards learning English, which in turn affects their engagement and achievement in the subject. These results suggest that fostering a positive self-concept could enhance students' attitudes towards English, thereby improving their overall language proficiency. Educational implications include the need for integrated teaching strategies that address both language skills and students' self-perceptions. Further research is recommended to explore intervention programs that can simultaneously boost self-concept and language learning outcomes.

INTRODUCTION

Education is a transformative process that empowers individuals to cultivate virtues and enhance their humanity. Education cultivates individuals, allowing them to blossom like a flower and spread their influence throughout their surroundings. Education is a constructive process that guides individuals towards enlightenment, wealth, and pleasure by fostering their development in all dimensions, including physical, mental, emotional, and social. Education has been a part of human existence from ancient times. The process of inner growth and development is perpetual and never-ending. Swami Dayanand asserts that the process of education for a baby begins while still in the mother's womb. Dewey emphasized the importance of food for physical growth, just as he emphasized the importance of education for social development. Nelson Mandela famously declared that education is the most potent instrument one can wield to effect transformative change on a global scale.

Education should incorporate certain elements derived from psychology. This requires a comprehensive understanding of all the ideas that impact the process of teaching and learning. The level

of knowledge that a teacher imparts to students is greatly influenced by their actions in the classroom. Therefore, in order to equip today's students with the necessary skills to thrive in the future, science teachers must ensure that their instructional methods are very efficient. Gaining insight into students' attitudes is crucial for fostering their academic success and cultivating their enthusiasm for a specific field of study. The study on students' attitudes towards English has been extensively conducted. However, initially, there was a greater emphasis on studying English in general, with less attention given to specific disciplines. This can somewhat obscure students' perspectives because science is not perceived as a uniform discipline. The attitudes of students towards English have a substantial impact on their academic performance in the subject. Consequently, the recognition and impact of attitudes became a crucial component of educational research. This study was launched based on the premise that research on students' attitudes towards English generally encompasses it as a whole. The attitudes linked to English seem to influence students' engagement in the topic and have an impact on their performance in

English (**Linn, 1992**). The prevailing belief is that students' disposition towards a certain subject directly influences their level of achievement in this subject. Put simply, a positive attitude leads to successful performance in a certain subject. The perception of English is heavily influenced by one's self-concept. The academic performance of a student is influenced by their self-concept, as it affects the level of effort required for them to acquire new things, both qualitatively and quantitatively. Indeed, this field of study is crucial for enhancing our educational system and optimizing the learning process for secondary students.

CONCEPT OF ATTITUDE TOWARDS ENGLISH

The concept of attitude towards English refers to individuals' feelings, beliefs, and predispositions towards the English language. It can vary widely among individuals and are shaped by a multitude of factors, including personal experiences, cultural influences, societal norms, educational contexts, and socio-economic backgrounds. It often involves affective or emotional responses, ranging from positive feelings such as interest, enthusiasm, and admiration to negative emotions like anxiety, aversion, or indifference.

These emotional responses can influence individuals' motivation to learn and use English in various contexts. Attitudes towards English often involve affective or emotional responses, ranging from positive feelings such as interest, enthusiasm, and admiration to negative emotions like anxiety, aversion, or indifference (**Smith, 2018**). Individuals may exhibit varying degrees of both types of motivation, which can shape their attitudes towards English language learning and use. It is often intertwined with language ideologies and power dynamics, reflecting broader social hierarchies and linguistic hegemony. In contexts where English holds significant social, economic, or political power, attitudes towards the language may be influenced by perceptions of linguistic imperialism, cultural dominance, or colonial legacies. Attitudes towards English can evolve over time in response to changing societal norms, cultural shifts, or language policy initiatives (**Brown, 2019**).

It can vary based on individual differences such as age, gender, proficiency level, personality traits, and language learning aptitude. For example, younger learners may exhibit more positive attitudes towards English due to exposure to English-language media and educational initiatives, while older learners may face challenges in adapting to new linguistic norms. It can be influenced by motivational factors, including instrumental and integrative motivations. Instrumental motivation refers to the practical benefits associated with learning English, such as career advancement, academic success, or access to

information. Integrative motivation, on the other hand, involves a desire to connect with English-speaking communities, understand different cultures, or develop intercultural communication skills. Attitudes towards English are intertwined with individuals' social identities, including factors such as ethnicity, nationality, social class, and gender (**Garcia, 2021**).

Self-Concept

Self-concept is the aggregate of an individual's beliefs, feelings, and thoughts about themselves. It is a complex and multi-dimensional construct that encompasses self-esteem, self-image, and the ideal self. Self-concept significantly influences how individuals perceive their capabilities, form their identities, and interact with the world. The concept of self is arguably the most significant and indispensable concept in English. Dating back to the 17th century, with Rene Descartes' discussion of the cogito, or self, as a thinking substance, the self has been a subject of intense theoretical inquiry. Throughout history, seminal figures such as Sigmund Freud, Carl Rogers, Abraham Maslow, and others have delved into the complexities of human behaviour by examining individuals' feelings and beliefs about themselves. The self, which holds fundamental significance in the theoretical frameworks of psychologists favouring a phenomenological perspective, can be defined as an individual's perception of themselves as a unique, self-regulating, and unified existential entity. Some theorists conceptualize the self as a dynamic process encompassing knowing, doing, perceiving, and acting, while others view it as an internal "object" characterized by feelings, attitudes, thoughts, and valuations.

The approach to self-taken by theorists like Rogers often contrasts with that of stimulus-response psychologists, as self-theory attempts to address the total individual as an organized whole rather than as mere stimulus-response units. **Sedikides and Skowronski (1997)** suggest that the self-evolved as an adaptive characteristic, progressing from subjective to objective to symbolic self-awareness levels. The self serves as a framework that shapes how we process information about ourselves, including our motives, emotional states, self-evaluations, abilities, and much more. In psychological discourse, the term "self" has been employed in various ways, with two chief meanings emerging: the self as the subject or agent, and the self as the individual known to oneself. The term "self-concept" has gained common usage to refer to the latter meaning, particularly within the phenomenological approach. Research on self-concept has evolved from a focus on a unidimensional self-concept to an emphasis on multiple dimensions, including global and specific domains. As children develop a sense of self through interactions and experiences, their self-concept is influenced. It refers to the ordered set of attitudes and perceptions that an individual holds about themselves, defining the value

placed on their characteristics, qualities, abilities, and actions. Self-concept is an important concept of any child's development **Wolffe (2000)**.

INTERWEAVING ATTITUDE TOWARDS ENGLISH AND SELF-CONCEPT

The relationship between an individual's attitude towards English and their self-concept is complex and mutually influential. Both constructs shape how individuals perceive themselves, their abilities, and their engagement with the English language, affecting their overall personal and educational development. It encompasses an individual's feelings, beliefs, and predispositions toward learning and using the English language. This attitude can range from positive emotions such as enthusiasm and motivation to negative emotions like anxiety and resistance. Positive attitudes towards English can significantly enhance self-esteem. Success in learning English often leads to a sense of achievement and increased self-worth, while difficulties or negative experiences can lower self-esteem. Success in learning a new language like English often boosts one's self-esteem and sense of achievement (**Brown 2019**). A positive attitude towards English often translates into a positive self-image related to language proficiency. When individuals see themselves as competent English speakers, it reinforces a positive self-image. Perceiving oneself as proficient in English can enhance one's self-image and confidence in multicultural settings (Smith, 2018). The interplay between attitude towards English and self-concept is dynamic and reciprocal. A positive attitude towards English can enhance self-concept by boosting self-esteem, aligning self-image with desired competencies, and moving individuals closer to their ideal self. Conversely, a robust self-concept, characterized by high self-esteem and a positive self-image, can foster a more positive attitude towards English, driven by confidence and aspirational goals. Understanding this interrelationship is essential for educators and policymakers aiming to design effective language programs that not only teach English but also support the holistic development of learners.

Review of literature

L. Vidhya (2021) says in the Research article entitled “**A Study on Students’ Attitude Towards Learning of English**” about English, as an international language, has acquired global importance and is utilized worldwide. The study specifically targets undergraduate students at a private medical college who are at the tertiary level of education. The study participants were provided with information regarding the purpose of the study and were evaluated using a questionnaire sent through Google-forms. The questionnaire aimed to gather data on their cognitive, behavioural, and emotional attitudes towards learning English as a second language. **Khursheeda Khatoun (2020)** says in Research Article entitled “**A**

Comparative Study on Attitude towards English Language Learning among Students of Higher Secondary Level of Hyderabad” about role of attitude that is crucial in the process of language acquisition (Starks, D. & Paltridge B. 1996), (Karahana, 2007). Attitude is a mutable concept that may be perceived from multiple perspectives, and its correlation with language acquisition can be assessed through various methods. Attitude can be altered by several external and internal elements that influence a person's personality. Wenden (1991) introduces a more comprehensive understanding of the concept of attitude by breaking it down into three interconnected elements: cognitive, evaluative, and behavioural. **S. Herwiana (2019)** says in Research Article “**Students’ Attitude Towards English Language Learning**” about the pupils' disposition towards English language acquisition in elementary schools in Jombang. Attitude is a determinant of language acquisition. The study employed a qualitative research methodology. The data were collected through the use of a questionnaire. The results indicated that the majority of the students possess a favorable disposition towards the English language. However, a study revealed that the kids' proficiency in learning English is inadequate. Their competence in acquiring English was not influenced by a positive attitude. **Vo Van Viet (2017)** says in the Research article entitled “**Undergraduate Students’ Attitude Towards Learning English: A case Study at Nong Lam University**” about various factors that influence the effectiveness of learning a second language. Of all these factors, attitude has been recognized as a significant one. Gaining a more comprehensive comprehension of students' attitude will enable language teaching programmers, school managers, and educators to devise techniques for enhancing students' learning results. This study aims to investigate students' disposition towards acquiring proficiency in the English language. **Tejaswini Sudama Kalam (2023)** says in the Research Article entitled “**To Study the Effects of Self-Concept on Learning in Adolescents**” about the individuals who undergo a crucial phase of growth and development and termed as adolescents. It is crucial to comprehend the impact of their self-concept on their educational and learning encounters. The paper will examine the impact of self-concept on academic motivation, achievement, and self-esteem in teenagers. This study will investigate the influence of school and culture, specifically the surrounding environment, on self-concept. It will also examine how self-concept, in turn, affects the learning process for adolescents. The aim of this study paper is to investigate the impact of self-concept on learning in adolescents.

Sajal Kumar Char (2022) says in the Research Article entitled “**A Descriptive Survey on the Self-Concept of the School-Going Adolescent of Purulia District**” about the Self-Concept Inventory (SCI) (Shah, 1986) that was given to a randomly selected group of 1083 adolescents who attend school. These

adolescents were chosen from 50 schools in the Purulia area, which included government, government-sponsored, and government-aided schools. The findings indicated that the students demonstrated a strong sense of self in all 10 dimensions of the Self-Concept Inventory, including their overall self-concept. **Lucia Herreral (2020)** says in Research article entitled “**Academic Achievement, Self-Concept, Personality and Emotional Intelligence in Primary Education**” about the academic performance, self-perception, personality traits, and emotional intelligence of participants based on their gender and cultural background (European vs. Amazigh). Furthermore, the objective is to determine which aspects of self-concept, personality, and emotional intelligence are indicative of academic success. The study utilized a final sample of 407 children who were enrolled in the last 2 years of Primary Education.

Relation between Attitude towards English and Self-Concept: The phrase "in relation to" in the title implies that the study will investigate the connection or correlation between students' attitudes towards English and their self-concept. It suggests that there may be a link between how students view themselves and how they feel about learning and using English.

SIGNIFICANCE OF THE STUDY

The study delves the intersections between language learning, personal identity, and educational outcomes. By delving into the nuanced dynamics of how secondary school students perceive and engage with the English language in tandem with their self-concept, this research endeavours to offer valuable insights with multifaceted implications. At its core, this study seeks to enrich language education practices by unravelling the intricate relationship between students' attitudes towards English and their self-concept. By understanding how these factors intersect, educators can tailor instructional approaches that resonate with students' individual motivations, preferences, and aspirations. Such tailored interventions have the potential to foster a more conducive learning environment, thereby enhancing students' engagement, participation, and ultimately, their language proficiency. Moreover, this study carries implications beyond the classroom, offering valuable insights into broader socio-cultural phenomena.

Language is not merely a tool for communication but also a vessel for cultural expression and identity formation. By exploring how students' self-concept interacts with their attitudes towards English, this study can shed light on the complex interplay between language learning, cultural identity, and social belonging. In multicultural and multilingual contexts, where students navigate diverse linguistic landscapes, understanding these dynamics is crucial for promoting inclusive educational practices that honour and

celebrate linguistic diversity. Furthermore, this study holds implications for students' social and emotional well-being. Self-concept is intimately linked to students' perceptions of themselves and their abilities. A positive self-concept can empower students with confidence, resilience, and a sense of agency, whereas negative self-perceptions may hinder academic performance and impede socio-emotional development. By elucidating how attitudes towards English influence self-concept, this research can inform strategies to bolster students' self-esteem, fostering a supportive learning environment that nurtures both academic success and holistic well-being.

Additionally, the findings of this study may inform educational policies and curriculum development initiatives. By recognizing the pivotal role of attitudes towards English in shaping students' language learning experiences, policymakers can advocate for policies that prioritize culturally responsive pedagogies and equitable access to language education resources. Such initiatives are essential for dismantling barriers to educational attainment and promoting social justice within educational systems. In essence, this holds immense potential to deepen our understanding of the complex interplay between language learning, personal identity, and educational outcomes. By bridging theory with practice, this research endeavours to inform evidence-based interventions that empower students, foster inclusive learning environments, and promote equitable educational opportunities for all.

OBJECTIVES OF THE STUDY

- To study the attitude towards English among secondary School students with respect to gender.
- To study the attitude towards English among secondary School students with respect to type of school.
- To study the Self-concept among secondary School students with respect to gender.
- To study the self-concept among secondary School students with respect to type of school.
- To study the relationship between attitude towards English and self-concept of secondary school students.

HYPOTHESIS OF THE STUDY

- There exists no significant difference exists in attitude towards English among Secondary school students with respect to gender.
- There exists no significant difference in attitude towards English among secondary school students with respect to type of school.
- There exists no significant difference in self-concept among secondary school students with respect to gender.
- There exists no significant difference in self-concept among secondary school students with respect to type of school.
- There exists no significant relationship between attitude towards English and self-concept of

secondary school students.

DELIMITATION OF THE STUDY:

1. This study was delimited to 200 students of Gurdaspur district only (both males and females).
2. The study was delimited only to 10th class secondary level school students.

RESEARCH METHOD

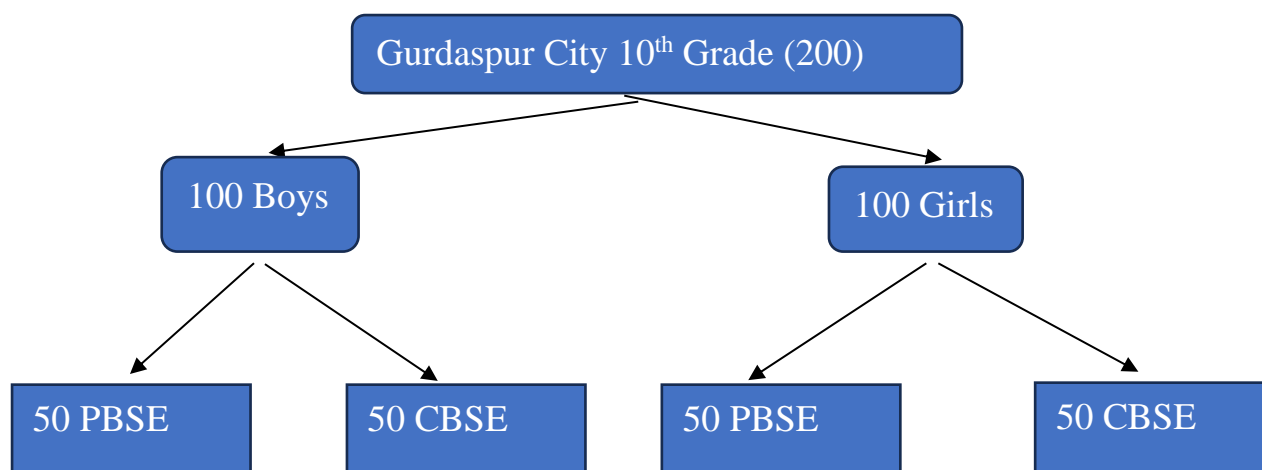
The research design encompasses the planning stage, which includes setting objectives, selecting sampling methods, choosing appropriate tools and techniques for data collection, and outlining methods for data analysis. Descriptive research is valuable in providing a detailed account of these variables as they exist within a given population. One of the primary methods used in descriptive research is the survey. Survey research is a critical component of measurement in applied social research. It involves collecting data from

a predefined group of respondents to gain information and insights into various topics of interest. Surveys are particularly useful for gathering quantitative data that can be analysed statistically to identify patterns and relationships between variables. In summary, a well-constructed research design is crucial for the success of a research project.

SAMPLE OF THE STUDY

For collection of data the investigator first of all choose a suitable sample of fairly representative sample of 200 students of 10th grade from different schools of Gurdaspur city was taken for the study.

1. T.C. International School, Gurdaspur.
2. Trinity Public School, Gurdaspur.
3. Tagore Centenary Public Sr. Sec. School, Gurdaspur.
4. Government Sr. Sec. School, Gurdaspur.



SAMPLE OF THE STUDY

Table-1.1

S.No	School Name	Number of Boys	Number of Girls	Total
1	T.C. International School, Gurdaspur	25	25	50
2	Trinity Public School, Gurdaspur.	25	25	50
3	Tagore Centenary Public Sr. Sec. School, Gurdaspur	25	25	50
4	Government Sr. Sec. School, Gurdaspur	25	25	50
Total		100	100	200

The method of random sampling was Chosen. The sample was deemed to be adequately representative as students from diverse backgrounds attend these institutions.

RESEARCH TOOLS OF THE STUDY

For the collection of data following tools were used

1. Self-constructed Self-concept Scale
2. For Academic Achievement scores of examinations of English subject of students were taken.

SCORING

- Total 28 statements word concluded and question were developed. Questionnaire has five-point rating scale i.e. 1,2,3,4,5.

- If a tick mark placed in first column, then 1 mark will be given. Give 2 marks if the tick is in second column. Give 3 marks if the tick is in 3rd column. Give 4 marks if the tick is in fourth column. Give 5 marks if the tick is in fifth column.

The highest and lowest score that can be scored in this scale are 140 and 28 respectively. The high marks will indicate the high self-concept and low marks will indicate the low self-concept.

STATISTICAL TECHNIQUES USED FOR ANALYSIS OF DATA

1) Statistical Techniques: In order to reach a definitive conclusion about the hypothesis formulated in the current inquiry, a statistical analysis of the data was conducted. The collected scores were examined using quantitative methods.

2) Descriptive Statistics: A statistical analysis of the data was performed to arrive at a conclusive determination regarding the hypothesis made in the current investigation. The accumulated scores were analysed utilizing quantitative methodologies.

3) Inferential Statistics: The Pearson's product moment correlation approach was utilized to determine the association between the two variables. Additionally, a t-test was employed to compare the results obtained via descriptive statistics.

4) Graphical Statistics: It was employed to measure the variability of scores across different variables. This chapter focused on the methodology and procedures used by the investigator to explore the subject at hand.

Description of Study of Attitude Towards English in Relation to Self-Concept Among Secondary School Students

Hypothesis 1

"There exists no Significant difference exists in attitude towards English among Secondary school students with respect to gender."

To evaluate this hypothesis, the average and variability of the attitude towards science were computed for both male and female 10th grade pupils. The **table 1.2** presents the mean, standard deviation, and t-value for the scores of both girls and boys.

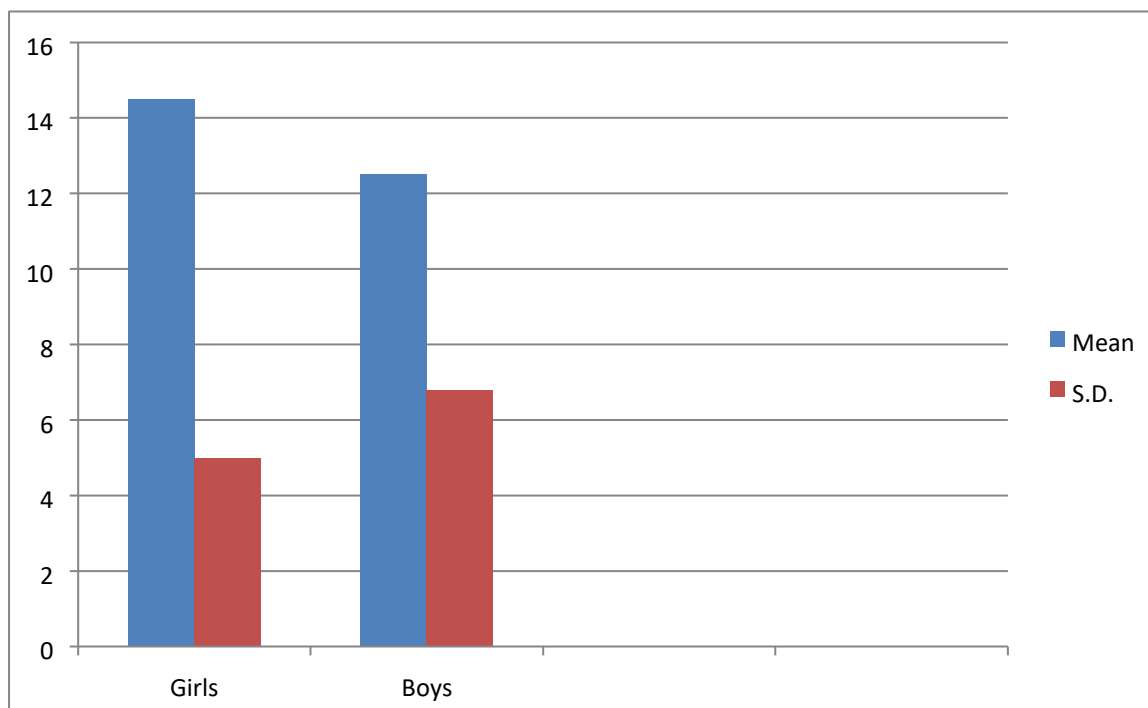
Table 1.2

Mean, Standard Deviation and t-value in attitude towards English of boys and girls of 10th grade students.

S.No.	Sex	N	Mean	S.D.	df	t-value	Inference
1	Girls	100	14.5	4.99	198	0.86	NS
2	Boys	100	12.5	6.80			

In Table 1.2, the mean score for girls is 14.5 with a standard deviation of 4.99. For boys, the mean score is 12.5 with a standard deviation of 6.80. The calculated t value is 0.86, indicating that it is not statistically

significant at either level of significance. Therefore, hypothesis no.1 "There is no significant difference in attitude towards science among secondary school students based on gender" is not rejected.



Graph G 1.2: Mean, Standard Deviation and t-value in attitude towards English of boys and girls of 10th grade students.

The graph above clearly illustrates that the mean of girls is somewhat higher than that of boys, but the standard deviation of boys is significantly greater than that of girls. Based on the information provided in the table and graph, it can deduce that there is no notable disparity in the attitude towards English between male and female secondary school pupils. The t-value for the attitude towards English of boys and girls is determined to be 0.86, indicating that it is not statistically significant. The aforementioned finding is corroborated by Supervisor, which concluded that there is no notable disparity in the attitude towards English among secondary school pupils based on gender.

Hypothesis 2

"There exists no significant difference in attitude towards English among secondary school students with respect to type of school."

The hypothesis aimed to compute the mean and standard deviation of attitude towards English among secondary school students of CBSE and PSEB. Table 4.2 presents the scores of several schools, which have been characterized using measures such as mean, standard deviation, and t-value.

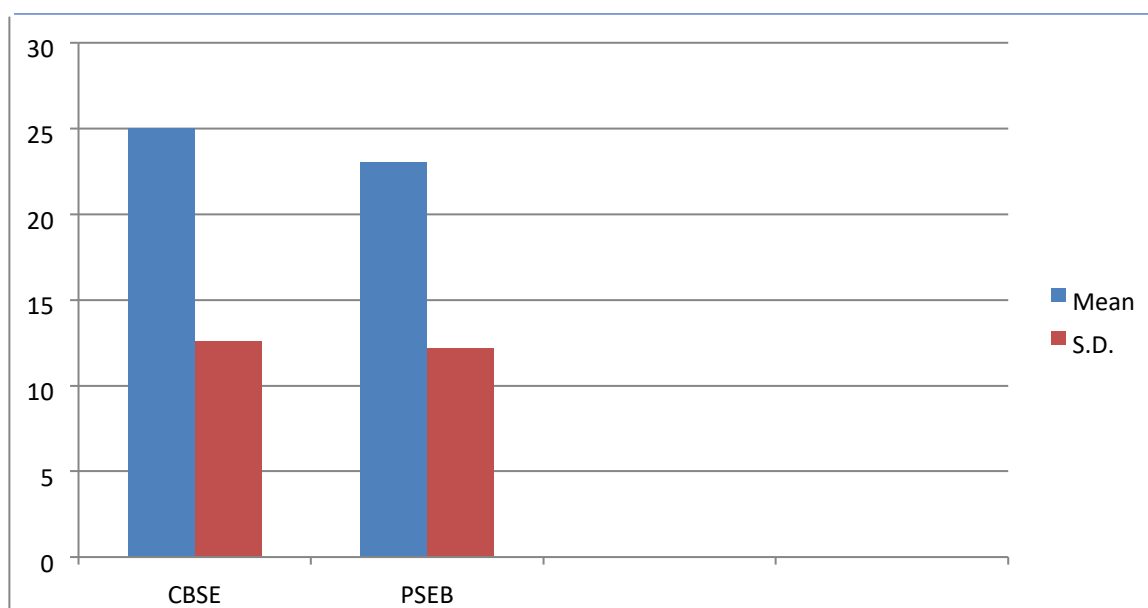
Table 1.3

Mean, standard deviation and t-value in attitude towards English of CBSE and PSEB schools of 10th grade students.

S.No.	Type of School	N	Mean	S.D.	df	t-value	Inference
1	CBSE	100	25	12.54	198	0.56	NS
2	PSEB	100	24	12.17			

According to Table 1.3, the mean and standard deviation of CBSE schools are 25 and 12.54, respectively. For PSEB schools, the mean and standard deviation are 23 and 12.17, respectively. The calculated t value is 0.56, indicating that it is not statistically

significant. Therefore, hypothesis number 2, which states that there is no substantial variation in attitude towards English among secondary school students based on the type of school, is not rejected.



Graph G 1.3 : Mean, standard deviation and t-value in attitude towards English of CBSE and PSEB schools of 10th grade students.

The graph above clearly illustrates that the scores of CBSE schools are slightly higher than those of PSEB schools. Additionally, the standard deviation of CBSE schools is significantly greater than that of PSEB schools. Based on the information provided in the table and graph, we can deduce that there is no notable disparity in the perception of English among secondary school students based on the type of school they attend. The insignificance of the value of attitude towards science among students of CBSE and PSEB is attributed to the fact that it is 0.56.

Hypothesis 3

“There exists no significant difference in self-concept among secondary school students with respect to gender.”

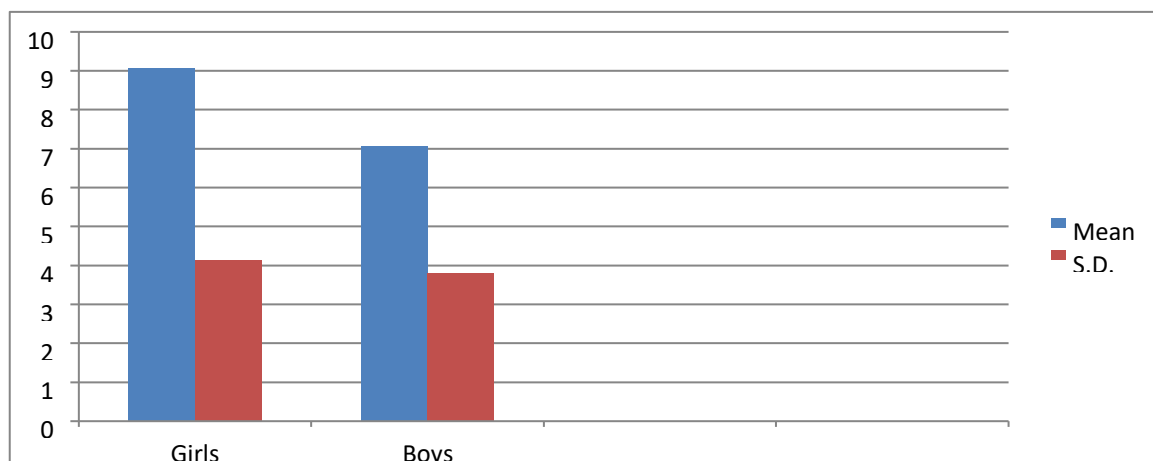
In order to test this hypothesis, mean and standard deviation of self-concept among girls and boys of 10th grade students was calculated. The scores of girls and boys have been described in terms of mean, standard deviation and t-value in the table 4.3. To evaluate this hypothesis, the average and variability of self-concept were computed for female and male students in the 10th grade. The table 4.3 provides the mean, standard deviation, and t-value for the scores of both girls and boys.

Table 1.4

Mean, standard deviation and t-value in self-concept of boys and girls of 10th grade students.

Sr.No.	Sex	N	Mean	S.D.	df	t-value	Inference
1	Girls	100	9.07	4.13	198	1.18	NS
2	Boys	100	7.07	3.81			

Table 1.4 displays the mean and standard deviation scores for girls, which are 9.07 and 4.13, respectively. For boys, the mean and standard deviation scores are 7.07 and 3.81, respectively. The calculated t value is 1.18, which is not statistically significant at either level of significance. Therefore, the hypothesis number 3, which states that there is no substantial difference in self-concept among secondary school pupils based on gender, is not rejected.



Graph G 1.4: Mean, standard deviation and t-value in self-concept of boys and girls of 10th grade students.

The graph above clearly illustrates that the mean of girls is somewhat higher than that of boys, while the standard deviation of girls is significantly greater than that of boys. Based on the information provided in the table and graph, we can deduce that there is no substantial disparity in self-concept among Secondary school pupils in relation to gender. The t-value for the attitude towards English of boys and girls is determined to be 1.18, indicating that it is not statistically significant.

Hypothesis 4

"There exists no significant difference in self-concept among secondary school students with respect to type of school."

In order to this hypothesis mean and standard deviation of attitude towards English among secondary school students of CBSE and PSEB was calculated. The scores of different schools have been described in terms of mean, standard deviation and t-value in table 1.4

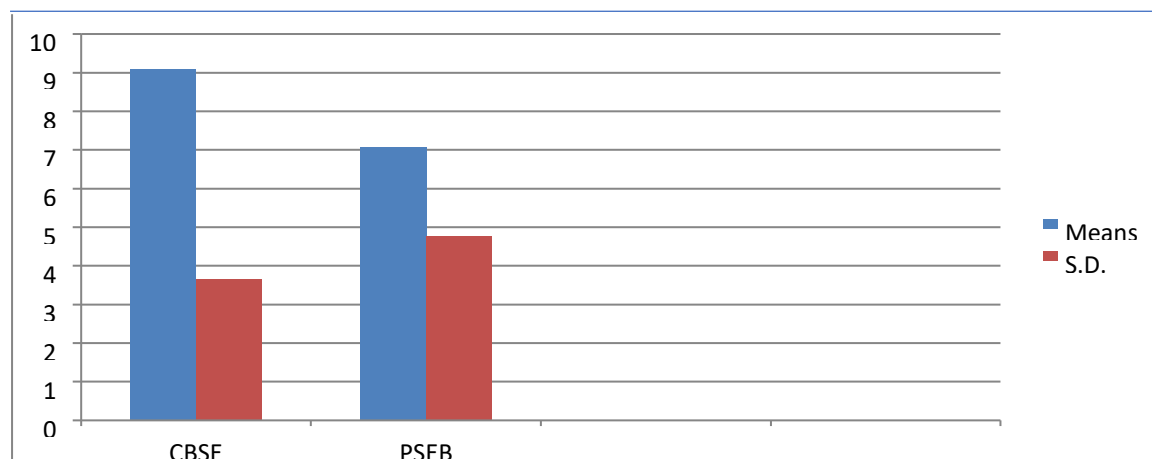
Table 1.5

Mean, Standard Deviation and t-value in Self- Concept of CBSE and PSEB schools of 10th grade students.

S.No.	Type of School	N	Mean	S.D.	Df	t-value	Inference
1	CBSE	100	9.09	3.65	198	0.51	NS
2	PSEB	100	7.09	4.76			

The data shown in Table 1.5 shows that the average (mean) and variability (standard deviation) of CBSE schools are 9.09 and 3.65, respectively. In contrast, for PSEB schools, the mean and standard deviation are 7.09 and 4.76, respectively. The calculated t value is

0.51, indicating a lack of statistical significance. Therefore, the hypothesis number 4, which states that there is no substantial difference in self-concept among secondary school pupils based on the type of school, is not rejected.



Graph G 1.5: Mean, Standard Deviation and t-value in Self- Concept of CBSE and PSEB schools of 10th grade students.

The graph above clearly illustrates that the scores of CBSE schools are slightly higher than those of PSEB schools. Additionally, the standard deviation of PSEB schools is significantly greater than that of CBSE schools. Based on the provided table and graph, we can deduce that there is no substantial disparity in self-concept among secondary school pupils in relation to the sort of school they attend. The insignificance of the value of attitude towards English among students of CBSE and PSEB is due to the fact that it is 0.51.

Table 1.6

'r' value of coefficient of correlation scores of attitudes towards English and self -concept of 10th grade students

S.No.	Variables	N	r-value	Inference
1	Attitude towards English	200	0.957	Significant
2	Self-Concept			

Table 1.6 shows that the initial attitude towards English had a favourable link with the notion. Therefore, the hypothesis number 5, which states that there is no substantial correlation between the attitude towards English and the self-concept of secondary school students, has been rejected.

RESULTS AND FINDINGS

1. The First hypothesis posits that there is no substantial disparity in the attitude towards English among secondary school students based on their gender. Research revealed that both male and female individuals exhibit nearly identical attitudes towards English, with a little inclination towards females.
2. The second hypothesis posited that there is no substantial disparity in the attitude towards English among secondary school pupils based on the type of school they attend. A study revealed that the attitudes towards English among students from both CBSE and PSEB schools are nearly same, with a minor preference observed among CBSE pupils.
3. The third hypothesis posits that there is no substantial disparity in self-concept among secondary school pupils in relation to gender. It was discovered that both boys and girls had nearly identical self-concepts, with a little advantage for girls.
4. The fourth hypothesis posited that there is no statistically significant disparity in self-concept among secondary school pupils based on the type of school they attend. A study revealed that the self-concept of pupils from both CBSE and PSEB schools is nearly same, with a minor advantage observed among CBSE school students.
5. The fifth hypothesis, which posited that there is no substantial correlation between the attitude toward English and the self-concept of secondary school

Hypothesis 5

“There exists no significant relationship between attitude towards science and self-concept of secondary school students.”

To test this hypothesis, the Pearson's product moment coefficient of correlation was calculated using the data provided in table 1.6. Retrieve the following information.

students, was rejected. A study revealed that there are variations in the attitudes towards English and self-concept among female and male students, as well as among students from CBSE and PSEB schools.

SUGGESTIONS

The following recommendations have been provided for further studies:

1. The current investigation was carried out on students in a particular class, and it is possible to replicated the study with students at different educational levels.
2. The study was restricted to the Gurdaspur district only, but it might be conducted in other regions as well.
3. The investigation can be executed using a sizable sample in order to acquire more dependable outcomes.
4. The study can be undertaken at many educational levels, namely primary, college, and university stages.
5. The intelligence of a adolescent can be examined in connection to the educational level of their parents. Additionally, a comparison between urban and rural students could be conducted.
7. The variation in self-concept levels among secondary school students can also be examined in relation to other variables that are believed to be associated with self-concept.

Additionally, the present inquiry may include longitudinal investigations including two variables: attitude towards English and self-concept.

EDUCATIONAL IMPLICATIONS

Since teachers are aware of the self-concept attitudes of 10th grade pupils, they can assist them in the following ways:

1. Teachers can enhance the English-Learning mindset of adolescent pupils by making the teaching of English engaging and captivating.

2. Teachers can provide guidance to adolescents and their parents who possess a strong inclination towards English, in order to help students pursue a career in the field of English.

3. Teachers have the ability to provide guidance to students in order to enhance their self-perception.

4. Teachers has the ability to recognize the factors contributing to pupils' low self-concept and can provide them with appropriate strategies to address these issues.

5. This study holds significance from a counselling perspective. The Counsellor will possess distinct perspectives on the correlation between attitudes towards science and self-concept, taking into account gender and school type.

CONCLUSIONS

The study examining the relationship between attitudes towards English and self-concept among secondary school students yields several important conclusions. These findings provide insights into how students' perceptions of English influence their self-esteem, academic performance, and overall personal development, as well as how self-concept affects their attitudes towards language learning. There is a significant positive correlation between students' attitudes towards English and their self-concept. Students with positive attitudes towards English tend to have higher self-esteem and a more favourable self-image. This correlation highlights the mutual reinforcement between language learning attitudes and self-concept. Positive attitudes towards English are strongly associated with better academic performance in English-related subjects. Students who view English positively are more motivated, engage more deeply with learning materials, and demonstrate greater perseverance, leading to higher achievement levels. Personal characteristics such as openness to new experiences, previous language learning success, and self-efficacy play crucial roles in shaping both attitudes towards English and self-concept. Social influences, including support from family, peers, and teachers, also significantly impact these attitudes and self-concept development. Cultural norms that value English proficiency positively influence students' attitudes towards the language and their self-concept. Educational environments that prioritize English learning and provide supportive, positive reinforcement further enhance these attitudes and self-esteem. Educational curricula should be designed to foster positive attitudes towards English by including culturally relevant content, interactive learning experiences, and opportunities for success. Engaging and inclusive materials can boost students' interest and confidence in English.

Teachers should employ strategies that build positive attitudes and self-concept, such as providing positive feedback, creating supportive classroom environments, and using varied instructional methods to cater to different learning styles. Teacher training

programs should emphasize the importance of fostering positive attitudes towards English and supporting the development of students' self-concept. Training should include strategies for positive reinforcement and culturally responsive teaching practices. Positive attitudes towards English and a strong self-concept contribute to the overall holistic development of students. This includes emotional, social, and academic growth, fostering well-rounded individuals who are confident and capable. Encouraging positive attitudes and self-concept in relation to English fosters a love for learning and a commitment to lifelong education. Confident learners are more likely to continue developing their language skills and pursuing further educational and professional opportunities. Proficiency in English and a positive self-concept are critical for accessing higher education and diverse career paths. Students with strong language skills and self-esteem are better prepared to take advantage of global opportunities and succeed in various professional fields. The study underscores the intertwined nature of attitudes towards English and self-concept among secondary school students. Positive attitudes towards English enhance self-concept, which in turn promotes better academic performance and personal development. Understanding this relationship is essential for educators and policymakers aiming to create supportive and effective learning environments. By addressing both attitudinal and self-concept factors, educational practices can help students achieve their full potential, fostering not only academic success but also personal growth and future readiness in a globalized world.

REFERENCES

- Al Asmari, A.R. (2013). Saudi university Undergraduates' Language Learning Attitude: A Preparatory Perspective. *International Journal of Asian Social Science*, 3(11), 2288-2306. Available online: [http://www.aessweb.com/pdf-files/ijass%203\(11\)-2288-2306.pdf](http://www.aessweb.com/pdf-files/ijass%203(11)-2288-2306.pdf)
- Al Mamun, S.A., Rahman, A.R.M.M., Rahman, A.R.M.R., & Hossain, M.A. (2012). Students' Attitudes towards English: The Case of Life Science School of Khulna University. *International Review of Social Sciences and Humanities*, Vol. 3, No. 1 (2012), pp. 200-209. Available online: http://irssh.com/yahoo_site_ad_IRSSH-264-V3N1.131231435.pdf
- Al Samadani, H.A. & Ibnian, S.S. (2015). The Relationship between Saudi EFL Students' Attitudes towards Learning English and their Academic Achievement. *International Journal of Education and Social Science*, Vol. 2 No. 1, pp. 92-102. Available online: <http://www.ijessnet.com/wpcontent/uploads/2015/01/11.pdf>

- Al-Tamimi, A., & Shuib, M. (2009). Motivation and Attitude towards Learning English: A Study of Petroleum Engineering Undergraduates at Hadhramout University of Science and Technology. *GEMA Online Journal of Language Studies*, Vol. 9(2), 29-55. <http://www.ukm.my/pdf>
- Bobkina, J. & Fernandez de, M.C.D. (2012). Motivation and Attitudes towards Learning English: A Study of Engineering Undergraduates at the Technical University of Madrid. *ICERI2012 Proceedings*, pp. 4492-4501. Available online: <http://library.iated.org/view/MOT>
- Chalak, A. & Kassaian, Z. (2010). Motivation and Attitudes of Iranian Undergraduate EFL Students towards Learning English. *GEMA Online Journal of Language Studies* 37, Volume 10(2)2010, pp. 37-56. <http://ejournals.ukm.my/gema/article/view/108/99>
- Dörnyei, Z. & Taguchi, T. (2010). *Questionnaires in Second Language Research: Construction, Administration, and Processing*. 2nd Edition. UK: Routledge.
- Foo, B., & Richards, C. (2004). English in Malaysia. *RELJ Journal*, 35.2 (2004), 229-240. Available online: <http://rel.sagepub.com/content/35/2/229.full.pdf+html>.
- Journal of Education and Practice www.iiste.org ISSN 2222-1735 (Paper) ISSN 2222-288X (Online) Vol.6, No.18, 2015
- Gardner, R. (1985). *Social Psychology and Second Language Learning: The Role of Attitude and Motivation*. London: Edward Arnold.
- Gardner, R. C., & Lambert, W.E. (1972). *Attitude and Motivation in Second Language Learning*. Rowley, Mass.: Newbury House.
- Goktepe, F.T. (2014). Attitudes and Motivation of Turkish Undergraduate EFL Students towards Learning English Language. *Studies in English Language Teaching*, Vol. 2, No. 3, 2014. Available online: <http://www.scholink.org/ojs/index.php/selt/article/view/239/219>
- Harmer, J. (2002). *How to Teach English*. London: Longman. Hohenthal, A. (2003). English in India: Loyalty and attitudes. *Language in India*, 3 (2003), 1-107. Available online: <http://www.languageinindia.com/may2003/annika.html#contentspage>.
- Kachru, B.B. (1982). Models for Non-Native Englishes. In *The Other Tongue*, ed. Kachru, B.B. 1996. New Delhi: Oxford University Press.
- Kumar, C.R. (2008). *Research Methodology*. New Delhi: APH Publishing Corporation. Latifah, A.L., Mansor, F., Ramli, B., Wardah, M., & Ng Man, S. (2011). The Role of Motivation, Attitude, Anxiety, and Instrumental Orientation in Influencing Learners' Performance in English as Second Language in OUM. <http://eprints.oum.edu.my/motivatio n.pdf>
- Mackey, A. & Gass, S.M. (2005). *Second Language Research: Methodology and Design*. Mahwah, New Jersey: Lawrence Erlbaum Associates, Inc.
- Mahreez, A. (1994). The Factors Influencing the Malaysian Chinese Attitudes towards Learning English as a Second Language. M.A Thesis. University of Essex, 1994). Available online: <http://etd.uum.edu.my/608/2/Ahmad Mahreez Abdul Ghani 1994.pdf>
- McKay, S.L. (2006). *Researching Second Language Classrooms*. Mahwah, N.J.: Lawrence Erlbaum Associates.
- Mohd Sallehudin, A.A. (1994). Attitude towards English: A Survey of UKM Undergraduates, *Akademika*, 85-99. Available online: http://www.ukm.my/jakad_44-05-lock.pdf.
- Rahman, A.R.M. M. (2008). Attitude towards English among Malaysian Undergraduates, *Language in India*, 8 (2008), 1-14. <http://www.languageinindia.com/feb2008/malade.pdf>.
- Richards, J.C., & Schmidt, R. (2002). *Longman Dictionary of Language Teaching and Applied Linguistics*, Third Edition. Longman: Pearson Education Limited.
- Skehan, P. (1989). *Individual Differences in Second Language Learning*. London: Edward Arnold.
- Sridhar, S.N. (1982). Bridging the Paradigm Gap: Second language Acquisition Theory and Indigenized

varieties of English. In *The Other Tongue*, ed. Kachru, B.B. 1996. New Delhi: Oxford University Press.

- Tahaine, Y. & Daana, H. (2013) Jordanian Undergraduates' Motivations and Attitudes towards Learning English in EFL Context. *International Review of Social Sciences and Humanities*, Vol. 4, No. 2 (2013), pp. 159-180. http://www.irssh.docs/15_IRSSH-433-V4N2.44203943.pdf
- Yang, X. (2012). Attitude and Motivation in L2 Learning among UM Master Students. *International Journal of Management and Sustainability*, 1(1), 13-22. Available online: <http://www.pakinsight.com/pdffiles/ijms%20pp.13-22.pdf>