

Teachers` Perceptions on Teaching English in Government Upper Primary Schools of Dohad District

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Abstract— English teaching in Upper Primary Schools in tribe areas of India is always a challenging task and has much more debated amongst educationalist, researchers and teachers. The present article aims to suggest solutions of English teaching problems in Dohad District of Gujarat state at Government Upper Primary Schools by surveying teachers` perceptions on factors such as: government policy on English teaching, psychological problems, mother tongue influence, English teaching skills and competences, environmental and cultural issues. The structured questionnaires are administered to English teachers (N= 261, n= 132, v=48) in context to Dohad District as source of primary data collection. The collected data are analyzed and tested using IBMSPSS.22 as a statistical tool to identify correlations amongst Government policy, psychological problems, mother tongue influence, English teaching skills and competences, environmental and cultural issues. The results reveal on positive correlations amongst all the factors considered for the survey.

Index Terms— Upper Primary Schools, government policy, psychological problem, mother tongue, correlations

I. INTRODUCTION

Language and culture are two sides of a same coin. A language is a part of culture and culture is a part of language. Both are intricately interwoven Brown (1994) rightly cited as: *“A language is a part of a culture and a culture is a part of language; the two are intricately interwoven so that one cannot separate the two without losing the significance of either language or culture”*(Brown, 1994:147)¹

English teaching is an art and cannot be applied same technique or method at different platforms. There are many challenges to teach English at various levels. The non-native learners of English language have different issues in comparison to native learners. Twenty two languages have official status in India. Three language formula is adapted in Indian education industry. L1 (mother tongue) is recognized as Matrubhasha and then Hindi as national language and English as a foreign language.

English teaching in Indian Rural Upper Primary Schools (RUPSs) and government policy on L₂ language teaching in classroom always in controversy amongst teachers, professionals as well as experts. In most of Indian UPSs, learning –teaching process of English is done in the vernacular language. On other hand, most of competitive examinations are being held in English language in the country. The ratio of teacher and student is high in Government schools in India. The rural environment of teaching –learning English is not providing writing and

speaking in English in rural schools. Bilingual method is adopted in rural schools to teach English which is proved as beneficial to slow learners. The rural India depends on agriculture with limited income. English language is considered as a subject in classroom but not being taught as a skill in rural Indian UPS. According to Graddol;

“Throughout India, there is a belief among almost all castes and classes in both rural and urban areas in the transformative power of English. English is seen not just as a useful skill but a symbol of better life, a pathway out of poverty and oppression”(David Graddol, 2000:12)²

Bipin Jojo (2013) concluded in his article on level of education in tribe area of India as:

The general condition and lack of upkeep and maintenance of the class rooms, confusion about the use of the medium of instruction for tribal children, faulty methods of teaching, unqualified and inexperienced teaching are hampering the children’s learning especially in subjects like Mathematics, Science and English. Lack of curricular aid and limited scope of curricular and extra-curricular activities affect their cognitive development and negatively impact their academic and non-academic development.(Jojo Bipin, 2013:393)³

The change in global economy and foundation of English Language as a worldwide one, has the instructing learning of English in such huge numbers of at essential level Education to Higher in Gujarat state. To adapt up to the global interest of business world and strengthen roots of English as a worldwide language, Government of Gujarat made strategy to enlist the English Language Teachers with B. Ed. This has helped understudies to have advantages of prepared English Language and have more presentation of getting to and learning English language. As a result, students have begun thinking about English as their subsequent language and have been sufficient to access and attempt to learn it getting it done in accordance with different dialects and subjects..

The present study concern with teachers` perception on government policy on English teaching, psychological problems, mother tongue influence, English teaching skills and competences, environmental and cultural issues in context to UPSs of Dohad District.

II. SIGNIFICANCE OF STUDY

The study comes with analysis of psychometric factors responded by English teachers in UPSs with reference to Dohad District of Gujarat state. The aspects covered for the purpose of this study are associated with practical issues during the classroom. Government policy, training issues to teachers, innovative teaching practices, self-behavior, self –confidence, motivational issues, social dimensions, L₁ influence, teaching skills and competences, environmental

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and cultural issues are analyzed on obtaining response from English teaching teachers. The outcomes of the present study may play a role of catalyst to policy makers, policy adapters, teachers and researchers, also

Discussion

The discussion is held with a view to test hypotheses and satisfying the hypotheses in the following manner.

Sr.	Demographic Profile	Category	Frequ	Percentg %
1	Gender	Male	62	46.9
		Female	50	37.8
2	Age	21-35	34	25.7
		36-50	37	28.0
		50-58	61	46.2
3	Marital Status	Married	102	77.2
		Unmarried	30	22.7
4	Education	Graduate	36	27.2
		PG	72	54.5
		PG+	24	18.1
5	Experience	≤10 yrs	81	61.3
		More than 10 yrs	51	38.8
6	Income	≤ 5 lakh	122	94.2
		5-10 lakh	10	7.5

Table- 1 Demographic profile

Table-1 indicates demographic profile of the respondents. Total valid respondents are 132. Male respondents are 62(46.2%) and female respondents are 50(37.8%). 34 (25.7%) respondents are under the age group of 21-35 years.37(28%) respondents are within the age group of 36-50 years.61(46.2%) respondents are within the age group of 50-59 years. Married respondents are 102(77.2 %) and 30(22.7%) respondents are registered unmarried. Educational status of respondents responded within graduate and PG+.Graduate respondents are 36(27.2%).Post graduate respondents are 72(54.5%) and more than PG respondents are 24(18.1%).81(61.3%) respondents have less than 10 years' experience and 51 (38.8%) respondents have work experience.122 (94.2%) have less than 5 lakh salary per annum and the rest of have 5-10 lakhs income in terms of salary.

No	Factor	Items	Excd	Valid	Measured Cronbach	Internal Consistency	Decision
1	Government Policy	10	0	10	0.768	$0.7 \leq \alpha < 0.8$	accept able
2	Psychological Problems	10	0	10	0.766	$0.7 \leq \alpha < 0.8$	accept able
3	Mother Tongue Influence	10	0	10	0.719	$0.7 \leq \alpha < 0.8$	accept able
4	English Teaching Skills & competences	10	0	10	0.725	$0.7 \leq \alpha < 0.8$	accept able
5	Environmental & cultural problems	8	0	8	0.832	$0.8 \leq \alpha < 0.9$	good

Table-2 Scale Reliability test

Table-2 shows on results on scale reliability of scaling technique.5-point Likert scale (strongly disagree to strongly agree) applied. Scale reliability is commonly said to limit validity (John & Soto, 2007) Improper use of alpha can lead to situations in which either a test or scale is wrongly discarded or the test is criticized for not generating

trustworthy results. To avoid this situation an understanding of the associated concepts of internal consistency, homogeneity or unidimensionality can help to improve the use of alpha. Internal consistency is concerned with the interrelatedness of a sample of test items,. Internal consistency is a Cronbach's alpha reliability coefficient normally ranges between 0 and 1. However, there is actually no lower limit to the coefficient. The closer Cronbach's alpha coefficient is to1.0 the greater the internal consistency of the items in the scale. Based upon the formula $\alpha = rk / [1 + (k -1)r]$ where k is the number of items considered and r is the mean of the inter-item correlations the size of alpha is determined by both the number of items in the scale and the mean inter-item correlations. George and Mallery (2003) provide the following rules of thumb: " $\alpha > .9$ – Excellent, $\alpha > .8$ – Good, $\alpha > .7$ – Acceptable, $\alpha > .6$ – Questionable, $\alpha > .5$ – Poor, and $\alpha < .5$ – Unacceptable" (p. 231). While increasing the value of alpha is partially dependent upon the number of items in the scale, it should be noted that this has diminishing returns. It should also be noted that an alpha of .8 is probably a reasonable goal. It should also be noted that while high value for Cronbach's alpha indicates good internal consistency of the items in the scale, it does not mean that the scale is one-dimensional. In this study, level of Cronbach alpha is in the range of 0.719- 0.832(Government policy to Environmental & cultural problems).It means internal consistency lies between 71.9%-83.2%).It reports on acceptable and good internal consistency of factors considered for the study.

Table-3
Correlations(Table-4.41)

	GP	PSYP	MTI	ETSC	ECP
Pearson Correlation	1				
Sig. (2-tailed)					
N	240				
Pearson Correlation	.777	1			
Sig. (2-tailed)	.02				
N	240	240			
Pearson Correlation	.666**	.646**	1		
Sig. (2-tailed)	.000	.000			
N	240	240	240		
Pearson Correlation	.642**	.687*	.638**	1	
Sig. (2-tailed)	.000	.000	.000		
N	240	240	240	240	
Pearson Correlation	.695**	.683**	.069	.643**	1
Sig. (2-tailed)	.000	.000	.000	.000	
N	240	240	240	240	240

** . Correlation is significant at the 0.05 level (2-tailed).

Table-3 Pearson correlations

Table-3 indicates the results on correlations amongst factors considered for the purpose of this study. These results also test the hypotheses in the following manner.

Government Policy, Psychological Problems, Mother Tongue Influence, English teaching skills & competences, environmental and cultural problems are tested towards Pearson correlations. The results on Pearson correlations(r) is registered within the range of 0.642(64.2%) to 0.777(77.7%) It means all the factors significantly associated in positive manner with each other. In this case, it can be said that GP, PSYP, MTI, ETSC, ECP have good association. So that, H_0 is rejected in this case and H_1 is accepted.

Item	No.of Resp	Scale
GP1	61	DA
GP2	49	SA
GP3	41	SA
GP4	31	SDA
GP5	39	DA
GP6	41	N
GP7	56	A
GP8	63	SA
GP9	69	A
GP10	45	DA

Table-4 Respondents and GP₁₋₁₀

Table-4 indicates crosstab results on GP₁₋₁₀. The results say that response on five point Likert scale from SDA –SA are interpretative. Sixty nine respondents have responded for GP9 (i.e. *encouraging innovative teaching practices is a time need*) with their agreement scale-4. It means innovative teaching practices are time needed at present. Thirty one have responded on GP4 (i.e. *Recruitment rules for English teachers are to be globally matched.*) with their agreement scale-2. It means the respondents are not ready to match the teaching system with global scenario.

Item	No.of Resp	Scale
PSYP1	32	SDA
PSYP2	34	SDA
PSYP3	43	SDA
PSYP4	56	A
PSYP5	69	A
PSYP6	61	A
PSYP7	43	SA
PSYP8	34	SA
PSYP9	65	SA
PSYP10	49	SA

Table-5

Respondents and PSYP₁₋₁₀

Table-5 indicates crosstab results on PSYP₁₋₁₀. The results say that response on five point Likert scale from SDA –SA are interpretative. Sixty nine respondents have responded for PSYP5 (i.e. *Degree of motivation plays important role in English teaching*) with their agreement scale-4. It means motivational factor in teaching English has a key role. Thirty two have responded on PSYP1 (i.e. *Level of self-confidence plays important role in English teaching.*) with their agreement scale-1. It means the respondents are not ready to accept motivational factor on teaching in classroom.

Item	No.of Resp	Scale
MTI1	55	A
MTI2	39	A
MTI3	45	A
MTI4	29	SDA
MTI5	45	SDA
MTI6	29	DA
MTI7	41	SDA
MTI8	35	A
MTI9	21	SA
MTI10	71	SA

Table-6

Respondents and MTI₁₋₁₀

Table-6 indicates crosstab results on MTI₁₋₁₀. The results say that response on five point Likert scale from SDA –SA are interpretative. Seventy one respondents have responded for MTI10 (i.e. *MT usage helps to increase students` learning skills*) with their agreement scale-5. It means mother tongue factor in teaching English has a key role. Twenty nine have responded on MTI4 (i.e. *MT makes teaching proses natural in English teaching.*) with their agreement scale-1. It means the respondents are not ready to accept influence of mother tongue in English teaching.

Item	No.of Resp	Scale
ETSC1	67	SDA
ETSC2	51	A
ETSC3	31	SDA
ETSC4	35	A
ETSC5	39	SA
ETSC6	52	SA
ETSC7	65	DA
ETSC8	55	A
ETSC9	41	A
ETSC10	80	A

Table-7

Respondents and MTI₁₋₁₀

Table-7 indicates crosstab results on ETSC₁₋₁₀. The results say that response on five point Likert scale from SDA –SA are interpretative. Eighty respondents have responded for ETSC10 (i.e. *Teacher should have good handwriting*) with their agreement scale-1. It means teacher handwriting is not important in such a period.. Thirty one have responded on ETSC3 (i.e. *English language teacher is Facilitator not as a Conventional.*) with their agreement scale-1. It means the respondents are not ready to accept teacher as a facilitator.

Item	No. of Resp	Scale
ECP1	45	SDA
ECP2	49	SDA
ECP3	66	A
ECP4	71	SA
ECP5	78	SA
ECP6	79	SA
ECP7	61	SA
ECP8	52	SA

Table-8

Respondents and ECP₁₋₈

Table-8 indicates crosstab results on ECP₁₋₈. The results say that response on five point Likert scale from SDA –SA are interpretative. Seventy nine respondents have responded for ECP6 (i.e. *English language teacher is instructor not as a Preacher*) with their agreement scale-1. It means English teacher is simply an instructor.. Forty five have responded on ECP1 (i.e. *Teacher must be a lover of English language.*) with their agreement scale-1. It means the respondents considered English language as source of bread and butter.

III. CONCLUSION

The following conclusion are made by considering the above interpretation of data analysis of the present study.

1. The respondents are conscious on studying government policy on teaching English in context to UPSs of Dohad District. They are not agree with all

the decisions taken by the government on English teaching. The English teachers believe in innovation in this industry at upper primary level.(objective-1)

2. The respondents are conscious on psychological problems facing teachers and students during the classroom and it may be the prime problem for teachers and students. They considered motivation on teaching-learning, emotional dimensions, social dimensions, self-regulation, creativity and goal setting in their profession. (objective-2)
3. The respondents are conscious on influence of mother tongue in English teaching in classroom. They considered usage of mother tongue is inevitable during classroom teaching. They also considered in positive manner the issues of students` learning problems.(objective-3)
4. The respondents are also conscious on English teaching skills and competences. They also considered knowledge on English language, core competency on teaching, English teacher must have extra-ordinary teaching skills and competencies.(objective-4)
5. The respondents are also conscious on environmental and cultural problems on teaching English in Dohad District of Gujarat state. They also considered the elements such as: local environment of study, cultural environment for teachers and student on learning-teaching process.(objective-5)
6. It is also observed during this study that Psychological Problems (PSYS) is the most influential factors to English teachers in context to UPSs of Dohad District.($r=0.777$,i.e.77.7%) PSP_{4-10} are positively responded by the respondents at the rate of 377.(objective-5).

IV. RECOMMENDATIONS

1. Gujarat government may rethink over its policy on English teaching at UPS level. The teachers` voice may be considered in a scientific manner during policy framing.
2. The psychological problems of teachers and students can be resolved by scientific way. The state government can be initiative by organizing motivational programs for teachers on English teaching.
3. The debate by organizing workshops and conferences on Usage of L1 during English teaching classroom should be assessed time-to-time at local level for better achievement.
4. The skill-oriented programs on language teaching should be imitated for teachers on regular basis by the state government.
5. There should be balance between environmental and cultural issues during teaching English in classroom.

V. LIMITATIONS AND SCOPE FOR FURTHER RESEARCH

This is academic type of study and has limitations on time factor as well as funding issues for survey. Further research can be held by expanding area of research and target population with broader factors of survey questionnaire.

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