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A GENDER WISE ANALYSIS ON THE ATTITUDE OF PRIMARY SCHOOL TEACHERS TOWARDS LEARNING THROUGH TAMIL

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Abstract

The main objective of the study is to find the level of primary school teachers attitude towards learning through Tamil. Also to find the difference between male and female primary school teachers attitude towards learning through Tamil. Survey method has been used for this study. The sample of the present study has been selected using stratified random sampling technique from the population. The sample consists of 268 teachers from fifty primary schools of Tirunelveli, Thoothukudi and Kaniyakumari districts. The researcher has prepared a research tool with 30 items for measuring teachers' attitude towards learning through Tamil. The results revealed that 12.3% of primary teachers have high level of attitude towards learning through Tamil. Further, 12.2% of male primary school teachers and 12.5% of female primary school teachers have high level of attitude towards learning through Tamil. The results show that there is significant difference found between male and female primary school teachers' attitude towards learning through Tamil. Further it is observed that the male teachers are better than the female teachers in their attitude towards learning through Tamil.

Introduction

The individual life is on the basis of people's civilization, culture, and artistic life in a society can performs well via the language commodities. It is possible that the language proficiency can greatly helpful with the time and place, person to person healthy conversions and communicative behaviour among the peoples. The language is a basic element of a social life. Language is not only for the development of the individual but also for the social progress. Language is one of the essential requirements of an individual overall attainment towards their life process. And also it has a special significance for the expression of the people's mentality. There are many oldest languages in the world; among them Tamil is an elderly language. Literary scholars have historically written their opinions about the peculiarity of the Tamil literature by many historians as language experts. It was also denoted that the first language which spoken by the peoples in the world.

Teaching is not a profession, it is a way of life living with morals and ethics. And it is the upper most level of all other vocational positions. There is a notion that any country can never be higher than its teachers. There is a misconception that those who learn the subjects can teach it effectively to others. That's not true. It is possible by the person who is really trained in teaching methodology and that person can teach the subjects more efficiently than others. The person who can be called as a Tamil teacher they should studied Tamil as a major subject in their under graduate or post graduate level, and also they got a proper training on teaching of Tamil. Such kind of trained and skilled person can teach the Tamil in a more proficient way.

Need and Significance of the Study

On expressing the views of an individual the mother tongue is a vital tool for that. Therefore, the purpose of the language is to develop the utmost talent in the mother tongue. Great poets and Nobel writers create many fantasy's in their work while they done in their mother tongue. The mother tongue is also supported for the creativeness of an individual. A language is a tool that helps people to learn the culture of the language spoken by the people. Through the language, children's can understand culture, tradition and the patriotism of a nation. All these characteristics are referred as an important objective of a language to fulfil. Primary school teachers are considered as a most important teacher in a student's educational career. Because when a child starts to learn their primary education is a vital foundation for their life time achievement. And also it is very important to learn the mother tongue (Tamil language) from this age itself. If this early education is not properly understated, then the intermediate, high and higher education opportunities will be questionable. There are no separate teachers in primary education for teaching the language. Currently Tamil teachers are appointed only from intermediate to high school level only. This situation must be changed. From the early childhood, the teachers should be appointed separately for teaching Tamil in schools. Teachers play a major pivotal role in the student's educational life cycle. On analyzing these issues constantly and kept all the key problems in his mind the investigator who is also a Tamil language teacher plan to study about the attitude of primary school teachers towards learning through Tamil.

Objectives of the study

1. To find out the level of primary school teachers attitude towards learning through Tamil.

2. To find out the level of primary school teachers attitude towards learning through Tamil in terms of sex.
3. To find out the difference between male and female primary school teachers attitude towards learning through Tamil.

Hypothesis of the study

1. There is no significant difference between male and female primary school teachers attitude towards learning through Tamil.

Review of Literature

Litija Seattle, Dickhana Peking, Cincinna Marinkovic and Milwaukee Bojonc (2014) conducted a study on the improvement of teachers' communication skills. The purpose of the study was to take the measure of teacher communication skills. The sample taken for the study is subject teachers and training teacher who are skilled in communication. At the end of the study, the communication skills of trained teacher training students were improved and the analysis of the dimensions, communication skills have been influenced by the problem solving ability, interpersonal communication skills and communication exchange.

Robert Wamala and Gerald Zerawaki (2013) conducted a study on the relation between the sixth grade studying student's academic achievement and their Teacher's Teaching Skills in schools of Uganda. The 5142 records were collected and studied in the South African Association for the purpose of monitoring the quality of education. It was taken as a study activity for students' reading skills and marks obtained in examinations. At the end of the study, it was found that reading and subject curriculum had a significant connection between the higher education directory and their teaching ability.

Gnanasekar and Michael Leo (2009) conducted a study on the relationship between high school teachers' communication skills and their teaching ability. The objectives of the study are: (1) Measure the job satisfaction of postgraduate chemistry teachers. (2) Measure the teaching skills of postgraduate chemistry teachers (3) and also finding the relationship between the job satisfaction and teaching skills of post graduate chemistry teachers. The 96 postgraduate chemistry teachers those who are working in secondary schools in Kanyakumari district were examined. The results of the study were: (1) the post graduate chemistry teachers teaching skills were in average level. (2) There is no relationship

between the two research variables. The lack of substantial correlation between masters' chemistry teachers and their mood is found to have been found.

Methodology

Survey method has been used for this study.

Sampling Technique and Sample Size

The sample of the present study has been selected using stratified random sampling technique from the population. The sample consists of 268 teachers from fifty primary schools of Tirunelveli, Thoothukudi and Kanyakumari districts.

Tool Used

The researcher has prepared a research tool with 30 items for measuring teachers' attitude towards learning through Tamil.

Analysis and Interpretation

Table 1

Level of attitude towards primary school teachers' learning through Tamil

Low		Average		high	
N	%	N	%	N	%
28	10.4	207	77.2	33	12.3

It is inferred from the above table that 10.4% of primary teachers have low level, 77.2% of them have average level and 12.3% of them have high level of attitude towards teachers learning through Tamil.

Figure 1

Level of attitude towards primary school teachers' learning through Tamil

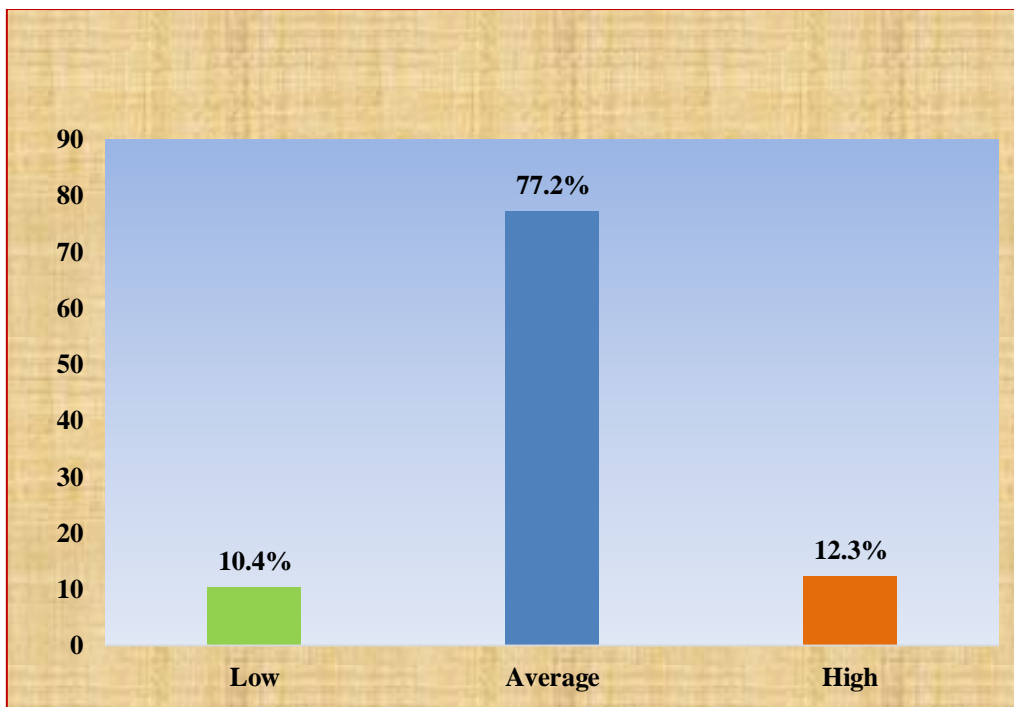


Table 2

Level of attitude towards primary school teachers' learning through Tamil in terms of sex

Sex	Low		Average		High	
	N	%	N	%	N	%
Male	12	7.3	132	80.5	20	12.2
Female	16	15.4	75	72.1	13	12.5

It is inferred from the above table that 7.3% of male primary teachers have low level, 80.5% of them have average level and 12.2% of them have high level of attitude towards teachers learning through Tamil. Also, 15.4% of female primary teachers have low level, 72.1% of them have average level and 12.5% of them have high level of attitude towards teachers learning through Tamil.

Null hypothesis 1

There is no significant difference between male and female primary school teachers' attitude towards learning through Tamil.

Table 3
Difference between Male and Female Primary School Teachers' Attitude towards Learning through Tamil

Male (N=164)		Female (N=104)		Calculated 't' value	Remarks
Mean	SD	Mean	SD		
47.27	2.86	46.79	3.19	1.975	S

(At 5% level of significant, the table value of 't' is 1.96)

It is inferred from the above table that the calculated value (1.975) of 't' is greater than the table value(1.96) at 0.05% level of significant. Hence the null hypothesis rejected. So there is significant difference between male and female primary school teachers' attitude towards learning through Tamil. Further, by comparing the mean scores, it is observed that the male teachers are better than the female teachers in their attitude towards learning through Tamil.

Findings of the Study

1. 12.3% of primary teachers have high level of attitude towards learning through Tamil.
2. 12.2% of male primary school teachers have high level of attitude towards learning through Tamil. 12.5% of female primary school teachers have high level of attitude towards learning through Tamil.
3. There is significant difference between male and female primary school teachers' attitude towards learning through Tamil. Further it is observed that the male teachers are better than the female teachers in their attitude towards learning through Tamil.

Recommendations

1. To improve the attitudes of Tamil language education, the teacher should learn to read a lot of Tamil books. They are advised to use pure Tamil words to promote their ideas. Teacher should insist the reading habit of Tamil books among their students.
2. Teachers should given in-service training on the basis of teaching Tamil language and learning through Tamil as a medium of instruction.

3. Female primary school teachers should participate in seminars and conferences in Tamil language.
4. Teachers can group themselves and encourage them to communicate and exchange their ideas in Tamil via email or other communication devices.

Conclusion

From the study the investigator finds that the level of attitude towards learning through Tamil among primary teachers was average. Also, the male primary school teachers have high level of attitude towards learning through Tamil than the female primary teachers. The recommendation given by the investigator may be very helpful for improving the attitude towards learning through Tamil among primary teachers.

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