

TEACHING OF ENGLISH AT ELEMENTARY LEVEL: COMPARISON OF NOVICE & EXPERIENCED TEACHERS' TEACHING ATTITUDE

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ABSTRACT

The study at hand represents the Comparison of English teaching attitude of senior and junior teachers at elementary level. Basically, this study was designed to inquire the level of English teaching attitude of junior and senior teachers in present life English language learning is mandatory. The main purpose of the study was to determine the attitude of senior teachers towards teaching English. Researcher wanted to compare the attitude of male and female teachers, the attitude of rural and urban teachers, attitude of highly qualified and low qualified teachers towards English teaching. The study was delimited to Sahiwal division of Punjab province of Pakistan. The population of the study comprised of senior and junior teachers working at elementary level in Sahiwal division during academic year 2022-23. A randomly selected sample from 30 school including ten (five males and five female) schools from every district were selected. This study was based on a survey to compare the English teaching attitude of senior and junior teacher at elementary level. The major findings of study were the junior and senior teachers both were not interested in teaching English at Elementary School level. On the same hand PST teachers are better than others and females' teachers also better than males.

Introduction:

The position of English in Pakistan is a matter of intense argument for decades. As a matter of fact, Muslims of subcontinent did not accept the English as it is the language of England who forcibly occupied their homeland. When they got freedom on August 14, 1947 their reaction regarding English was stringent. There were two different views about English; there were peoples who implored for the maintenance against the studies the English on reasonable justification. The other opinion was to throw out English from the each and every aspect of national life including educational system. This uncertainty regarding language caused subversion of English in Pakistan. Urdu has a status of state language in Pakistan. It has unambiguous position in Pakistan. But after a long time of 72 years of independence, the dilemma of language is not sort out. It may be shocking news for various people but it is true that 70 percent publications are in foreign language. It is a practice to translate these publications into other languages. Knowledge and information are escalating rapidly. That practice will be waste of time. It is mandatory to learn English so that benefits of knowledge can be availed directly. The English language plays a prominent role in public education of the countries. (Saeed, Amna, Tanveer, 2012). Moreover, Ahmad(2015) stated that people want to study English for many reasons. Most of the students are studying it without any interest. They have to study it because it is in their syllabus. To complete their education, they study English. A number of students would like to study English to get better jobs. The teaching of English has always been problematic since beginning; there had been to and fro shift in the politesses defending teaching of English. There for, for teaching English teachers had never trained. Hence, there exists reluctance among teachers about teaching English. As jumani and Abbasi(2015) described various brutal challenges exists in program of teaching education in Pakistan. These are excellence, guiding principles and lack of possessions regarding training. USAID is playing an important role in this program but still there is need for improvement.

The researcher herself is head teacher of primary school where most of her staff is Metric PTC. They do not want to teach English and this situation creates conflicts among senior and junior teachers. Teaching learning process and school environment is also affected by this problem. The motivation of this study is to high light the problems faced by teachers in teaching English especially in rural areas. Recruitment of English teaching in schools is vital. Moreover, Hammond (2000) has explained the growing evidence that investigations in teachers' knowledge are among the most productive means for increasing students learning. The creation of rigorous professional students for teachers is one sign of progress in the area. However new teaching standers will have important for students. Problems teaching face during teaching is universal. Many researchers have done research on this topic in the light of different perspective. This study will be about the comparison of the English teaching attitude of senior and junior teachers at the elementary level. Teachers play important role in determining any nation. They teach young ones. Teachers, attitude has strong effect on their students' lives (Wilkinson and Ortiz, 2006). Today, while unravel spread of English as a world language Crystal (1997), has spawn controversial debates over which English? British or American English should be taught. And why English? At the end of the day the English teacher, imbued with the responsibility of facilitative the enhancement of his/her learners' English proficiency will be concerned with how to teach English well.

Statement of problem:

Teachers are central in national development of people of any country. Future of nations depends on teaching attitude of their teachers. Therefore, teachers' teaching attitude should be constructive. (Sivakumar, 2018). Teachers' attitude is important in English teaching. But, it is influenced by different aspects e.g. designation, experience, gender, locality, academic qualification and professional qualification. There is lack of research in this particular field in Pakistan. Researchers' at hand research is about English teaching attitude of teachers regarding experience, gender, locality, academic qualification and professional qualification.

Objectives of study:

There were following objectives of study.

- i. To determine the English teaching attitude of teachers.
- ii. To compare the English teaching attitude of senior and junior teachers.
- iii. To compare the English teaching attitude of senior and junior teachers in boys' and girls' schools.
- iv. To compare the English teaching attitude of senior and junior teachers in rural and urban schools.
- v. To compare the English teaching attitude of senior and junior teachers on the basis of designation.
- vi. To compare the English teaching attitude of senior and junior teachers on the basis of academic qualification.
- vii. To compare the English teaching attitude of senior and junior teachers on the basis of professional qualification.

Research Questions:

To compare the English teaching attitude of senior and junior teachers at elementary and for achieving the objectives of study following questions are prepared.

- i. What is the attitude of senior teachers towards English teaching?
- ii. Do the senior and junior teachers possess same attitude towards English teaching?
- iii. What is variation between senior and junior teachers' English teaching attitude in boys' and girls' schools?
- iv. Do the teachers of rural and urban area possess the same attitudes towards English teaching?
- v. Do the PSTs, ESTs and SSTs possess same attitude towards English teaching?
- vi. Do the highly qualified and low qualified teachers possess the same attitudes towards English teaching?

Population of the Study

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. The population of the study comprised of senior and junior teachers working at elementary level in Sahiwal division during academic year 2022-23. The Sahiwal division comprises of three districts viz. Sahiwal, Okara and Pak Pattan.

Sample:

A sample is the representative and scaled portion of the population. Sampling is made to avoid complications and prolonged research process. A randomly selected sample from 131 School was selected.

Research Instrument:

This study was based on a survey to compare English teaching attitude of senior and junior teacher at elementary level. A questionnaire including 33 questions related to English teaching attitude was used. Furthermore, the questionnaire was divided into 5 items which are pronunciation, comprehension, spellings, activity and mutual conflicts. First four questions are about pronunciation. Responses of teachers about these questions showed teachers attitude regarding English teaching pronunciation. Question no 5 to 12 are related to English comprehension. These questions measured teacher's ability of English comprehension which showed their attitude about English comprehension. Question no 13 to 21 calculated teacher's attitude concerning teaching of English spellings. Questions from 22 to 27 indicated about teachers' attitude regarding activity based English teaching. Teacher's mutual conflicts are pointed out by the responses to questions from 28 to 33. Teacher's mutual conflicts play important role in shaping teachers' attitude regarding English teaching. Similarly, Opoku-Asare, Takyil & Owusu-Mensah (2015) stated that conflicts influence negatively English teaching process. The questionnaire was based on five-point Likert scale i.e. (strongly disagree, disagree, neutral, agree, and strongly agree)

Data Collection:

Research cannot be completed without data. Sufficient and reliable data is vital to study. A particular instrument is required for data collection. Appropriate tool for data collection is crucial so that significant research can be conducted. (shivakumar, 2018). Convenient sampling technique was used to collect data. The researcher visited required participants. Data were collected within one month of May 2019 and were compiled with help of SPSS 25.

The tool was administered personally by the researcher, in order to ensure the authenticity

- The researcher visited the selected elementary schools.
- The research instrument was distributed to the selected junior and senior teachers working in elementary schools. The researcher also orientated about how to respond.
- The questionnaire was tried out before the final administration to the respondents. The coefficient of reliability turned out to be .82 which is quite satisfactory for research instrument in social sciences.

Data Analysis:

As the study deals with the English junior and senior teachers 'attitude towards teaching English of Elementary level, the collected data was analyzed in the light of objectives of study and research question. For the analysis of data descriptive as well as inferential statistics was used. To study the difference among English teaching attitude of junior and senior teachers t-test was applied. The analysis was made with the help of SPSS 25 version.

Delimitation:

Due to the shortage of time and resources available at the disposal of researcher the sample was limited to Sahiwal division of Punjab province of Pakistan.

DATA ANALYSIS AND INTERPERTATION

This chapter presents the interpretation of collected data about the English teaching attitude of senior and junior teachers at elementary level. Arithmetical analysis of the data presents a broad depiction of the study. The following figures are momentary look of the study regarding all aspects.

**Table 4.1: Teachers' English Teaching Attitude
One-Sample Statistics**

	N	Mean	Std. Deviation	Std. Error Mean
MEAN	566	3.2949	.41121	.01728

One-Sample Test

Test Value = 3						
T	Df	Sig. (2-tailed)	Mean Difference	95% Interval	Confidence of the	

					Difference	
					Lower	Upper
MEAN	17.061	565	.000	.29489	.2609	.3288

The table above shows the test value is more than the average value ($3.29 > 3$) thus the one sample of test is significant ($p=.000 < .05$). Hence the teachers possess relatively positive attitude towards teaching English.

Table 4.2: T-test Results for Junior and Senior Teachers

	N	Mean	SD	t	P
Junior Teachers	232	3.304	0.415	0.476	0.63
Seniors Teachers	334	3.288	0.409		

The above table indicates that the ($p=0.63 > 0.05$). The test is not statistically significant. It means the attitude of junior and senior teachers regarding English teaching is approximately similar.

Table 4.3: T-test results Gender Base Results

Gender	N	Mean	Std. Deviation	t	P
Boys Junior Teachers	92	3.3461	.50103	-0.17582	0.861
School Senior Teachers	120	3.3578	.46427		
girls Junior Teachers	140	3.2776	.34726	0.732323	0.464
School Senior Teachers	214	3.2489	.36945		

The above analysis shows that the for the boys' schools ($p = .861 < 0.05$). The test is not statically significant. It means the attitude of junior and senior teachers in boys' schools regarding English teaching is similar. Moreover, for the girls' schools ($p = 0.464 < .05$) the test is statically significant. It means the attitude of junior and senior teachers in girls' schools regarding English teaching is not similar. Therefore, table shows that the female teaches indicates positive attitude towards English teaching than male teachers.

Table 4.4: T-test results Location Base Results

	N	Mean	Std. Deviation	t	P
Rural Junior Teachers	148	3.3397	.41030	0.039	0.969
Senior Teachers	157	3.3378	.42347		
Urban Junior Teachers	84	3.2433	.41972	-0.11	0.991
Senior Teachers	177	3.2439	.39114		

The above analysis **shows that** for the Rural schools ($p = .969 < .05$). The test is not statically significant. It means the attitude of junior and senior teachers in rural schools regarding English teaching is similar. Similarly, for the urban schools ($p = 0.991 < .05$). The test is not statically

significant. It means the attitude of junior and senior teachers in urban schools regarding English teaching is similar

Table 4.5: ONE way ANOVA –TEST on the basis of Designation

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
PST	250	3.3626	.42064	.02660	3.3102	3.4149	2.30	4.63
EST	185	3.3019	.40308	.02963	3.2434	3.3604	2.46	4.70
SST	131	3.1558	.37108	.03242	3.0917	3.2200	1.92	4.68
Total	566	3.2949	.41121	.01728	3.2609	3.3288	1.92	4.70

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	3.686	2	1.843	11.297	
Within Groups	91.853	563	.163		.000
Total	95.540	565			

The above table shows that ($p = .000 < .05$). Hence on the basis of designation there exist significant difference in English teaching attitude of junior and senior teachers. The attitude of PST teachers ($\bar{x} = 3.362$) is relatively better than EST ($\bar{x} = 3.3019$) and SST ($\bar{x} = 3.15$).

Table 4.6: One-way ANOVA on the basis of Teachers' Qualification

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
SSC	31	3.4833	.41414	.07438	3.3314	3.6352	2.49	4.63
FA/FSc	13	3.2260	.32333	.08967	3.0306	3.4214	2.73	3.82
BA/BSc	10	3.1995	.38295	.03810	3.1239	3.2751	2.46	4.63
MA/MSc/BS	37	3.3141	.42556	.02189	3.2711	3.3572	1.92	4.70
MS/MPhil	43	3.235	.30176	.0460	3.142	3.327	2.51	4.21

		1		2	2	9		
Total	56	3.294	.41121	.0172	3.260	3.328	1.92	4.70
	6	9		8	9	8		

ANOVA

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2.376	4	.594	3.576	.007
Within Groups	93.164	561	.166		
Total	95.540	565			

The above table shows that ($p = .007 > .05$). Hence on the basis of teachers' qualification there is significant difference in English teaching attitude of junior and senior teachers. The teaching attitude of MA/MSC/BS ($\bar{x} = 3.3141$) is relatively better than FA/FSC ($\bar{x} = 3.22$), BA/BSC ($\bar{x} = 3.1995$) and MS/M.Phil ($\bar{x} = 3.23$).

Table 4.7: ONE WAY ANOVA on the basis of Teachers' Professional Qualification

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
					Lower Bound	Upper Bound		
PTC	38	3.4443	.40111	.06507	3.3125	3.5762	2.65	4.63
CT	21	3.2326	.30185	.06587	3.0952	3.3700	2.76	3.82
B.ed	288	3.3155	.43814	.02582	3.2646	3.3663	1.92	4.70
M.ed	208	3.2463	.37349	.02590	3.1952	3.2974	2.30	4.68
Total	555	3.2952	.41035	.01742	3.2610	3.3294	1.92	4.70

ANOVA

MEAN

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	1.543	3	.514	3.089	.027
Within Groups	91.745	551	.167		
Total	93.288	554			

The above analysis shows that ($p = .000 < .027$). Hence on the basis of professional qualification there exit significant difference in English teaching attitude of junior and senior teachers. The teaching attitude of PTC ($\bar{x} = 3.344$) is relatively better than CT ($\bar{x} = 3.23$), B.Ed ($\bar{x} = 3.315$) and M.Ed ($\bar{x} = 3.24$).

Table 4.8: One-way ANOVA of junior and senior teachers on the basis of Designation

Experience	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Junior Teachers	PST	12	3.357	.44334	.0396	3.278	3.435	2.30	4.60
	EST	61	3.344	.39317	.0503	3.243	3.445	2.70	4.44
	SST	46	3.109	.29931	.0441	3.020	3.198	2.33	3.77
	Total	23	3.304	.41543	.0272	3.251	3.358	2.30	4.60
Senior Teachers	PST	12	3.367	.39837	.0356	3.297	3.438	2.48	4.63
	EST	12	3.281	.40781	.0366	3.208	3.353	2.46	4.70
	SST	85	3.180	.40413	.0438	3.093	3.267	1.92	4.68
	Total	33	3.288	.40874	.0223	3.244	3.332	1.92	4.70

ANOVA

Experience		Sum of Squares	Df	Mean Square	F	Sig.
Junior Teachers	Between Groups	2.188	2	1.094	6.648	.002
	Within Groups	37.679	229	.165		
	Total	39.866	231			
Senior Teachers	Between Groups	1.781	2	.891	5.474	.005
	Within Groups	53.854	331	.163		
	Total	55.635	333			

There existed significant difference ($p = .002 > .05$) among the junior teachers teaching attitude on the basis of designation. PST junior teachers possess better teaching attitude ($\bar{x} = 3.35$) as

compared to EST (\bar{x} = 3.34) and SST (\bar{x} = 3.34). Similarly, there existed significant difference ($p=.005 > .05$) among the senior teachers teaching attitude on the basis of designation. PST senior teachers possess better teaching attitude (\bar{x} = 3.36) as compared to EST (\bar{x} = 3.28) and SST (\bar{x} = 3.18).

Table 4.9: One-way ANOVA of junior and senior teachers on the basis of Academic Qualification

Descriptive

Experience	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Junior Teachers	SSC	4	3.2883	.23876	.11938	2.9084	3.6682	2.99	3.49
	BA/BSc	20	3.1741	.35505	.07939	3.0079	3.3403	2.57	3.90
	MA/MSc/BS	177	3.3347	.43965	.03305	3.2695	3.3999	2.30	4.60
	MS/MPhil	31	3.2203	.29204	.05245	3.1132	3.3274	2.51	3.77
	Total	232	3.3048	.41543	.02727	3.2510	3.3585	2.30	4.60
Senior Teachers	SSC	27	3.5122	.42966	.08269	3.3422	3.6822	2.49	4.63
	FA/FSc	13	3.2260	.32333	.08967	3.0306	3.4214	2.73	3.82
	BA/BSc	81	3.2057	.39137	.04349	3.1192	3.2923	2.46	4.63
	MA/MSc/BS	201	3.2960	.41300	.02913	3.2385	3.3534	1.92	4.70
	MS/MPhil	12	3.2731	.33600	.09700	3.0596	3.4866	2.82	4.21
Total	334	3.2880	.40874	.02237	3.2440	3.3320	1.92	4.70	

ANOVA

Experience		Sum of Squares	Df	Mean Square	F	Sig.
Junior Teachers	Between Groups	.722	3	.241	1.402	.243
	Within Groups	39.144	228	.172		
	Total	39.866	231			
Senior Teachers	Between Groups	1.971	4	.493	3.020	.018
	Within Groups	53.664	329	.163		
	Total					

Total 55.635 333

There existed no significant difference ($p=0.243 > 0.05$) among the junior teachers English teaching attitude on the basis of academic qualification M.A/MSC/BS. Junior teachers possess better English teaching attitude ($\bar{x}=3.33$) as compared to SSC ($\bar{x}=3.28$), B.A/BSC ($\bar{x}=3.17$) and MS/M.Phil ($\bar{x}=3.22$). Similarly, there is no significance difference ($p=.018 > 0.05$) among the senior teachers English teaching attitude on the basis of academic qualification. SSC senior teachers possess better English Teaching Attitude ($\bar{x}=3.51$) as compared to FA/FSC ($\bar{x}=3.22$), BA/BSC ($\bar{x}=3.20$), MA/MSC/BS ($\bar{x}=3.29$) and MS/MSC ($\bar{x}=3.27$).

Table 4.10: One-way ANOVA of junior and senior teachers on the basis of Professional Qualification

Descriptive

Experience	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum	
					Lower Bound	Upper Bound			
Junior Teachers	CT	3	3.3709	.35610	.20560	2.4863	4.2555	3.15	3.78
	B.ed	131	3.3553	.45070	.03938	3.2774	3.4332	2.51	4.60
	M.ed	88	3.2214	.34997	.03731	3.1472	3.2956	2.30	4.27
	Total	224	3.3024	.41616	.02793	3.2474	3.3575	2.30	4.60
Senior Teachers	PTC	38	3.4443	.40111	.06507	3.3125	3.5762	2.65	4.63
	CT	18	3.2095	.29722	.07005	3.0617	3.3573	2.76	3.82
	B.ed	15	3.2827	.42597	.03400	3.2151	3.3494	1.92	4.70
	M.ed	12	3.2640	.39026	.03563	3.1940	3.3351	2.48	4.68
	Total	33	3.2904	.40700	.02230	3.2466	3.3343	1.92	4.70

ANOVA

Experience		Sum of Squares	Df	Mean Square	F	Sig.
Junior Teachers	Between Groups	.958	2	.479	2.812	.062
	Within Groups	37.316	219	.170		
	Total	38.274	221			
Senior Teachers	Between Groups	1.109	3	.370	2.256	.082
	Within Groups	53.886	329	.164		
	Total	54.994	332			

There existed no significant difference ($p = .062 < .05$) among the junior teachers teaching attitude on the basis of professional qualification CT junior teachers ($\bar{x} = 3.37$) as compared to B.Ed ($\bar{x} = 3.35$) and M.Ed ($\bar{x} = 3.22$). Similarly, there is no significant difference ($p = .082 < .05$) among senior teachers teaching attitude on the basis of professional qualification. PTC senior teachers possess better than attitude ($\bar{x} = 3.44$), CT ($\bar{x} = 3.20$), B.Ed ($\bar{x} = 3.26$) and M.Ed ($\bar{x} = 3.26$)

Conclusions:

The following conclusion was drawn from the research.

- Teachers have relatively weaker but above average attitude towards English teaching.
- The junior and senior teachers both were not interested in teaching English at elementary level.
- In boys' schools junior and senior teachers were not agree in teaching English on the other hand female teachers are better than males in teaching English.
- Locality did not affect the, in rural and urban junior and senior teachers' attitude related to teaching English is same.
- On the basis of designations PTS teachers are better than others because of LND (Literacy and Numeracy Drive), MEAs (Monitoring and Evaluating Assistants) and PEC (Punjab Examination Commission) results.
- The Attitude of MA/MSC/ BS teachers is better than others. The reason is that FA/FSC teachers are low qualified and M. Phil teachers are highly qualified and they feel they are not suitable for elementary Level.
- Moreover, there is significant relationship on the basis of professional qualification It shows that the attitude of PTC teachers is better than CT, B.Ed, M.Ed .

RECOMMENDATIONS:

This study provides interesting and useful information regarding English teaching attitude of teachers. There are following recommendations on the basis of findings, of at hand research.

- There should be sufficient training programs regarding English teaching attitude. The focus of trainings should be on 'how to teach English'. There should be trainings

regarding maintenance of English teachers about teaching of English. At the present time training programs are nonsensical. Reliable and somber trainings should be arranged.

- There are separate English teaching programs at university level. These disciplines should be promoted seriously. So that English teaching attitude can be developed.
- Only specialized English teachers should teach English. English is a foreign language. Expert teachers should teach English then English teaching attitude will be maintained. Similarly, (HO Yusuf, 2013) described one teacher should not teach all subjects including English.
- In hand study showed that female teachers are better than male teachers regarding English teaching attitude. So, boys should be taught by female teachers at least at primary level.
- English teachers should be appointed at elementary level.
- There should not be uncertainty about English language. Its status in education system of Pakistan should be cleared.

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