



Secondary Level Teachers' Attitude Towards Teaching and Learning of English Grammar

Zeenat^{a*}, Dr. Muhammad Sohail^b, Dr. Muhammad Idris^c, Dr. Hafiz Muhammad Irshadullah^d

^aMPhil Scholar, Department of Education, Abdul Wali Khan University Mardan. ^bLecturer, Department of Education, Abdul Wali Khan University Mardan. ^cAssociate Professor, Department of Education, Abdul Wali Khan University Mardan. ^dAssociate Professor, Department of Education, Abdul Wali Khan University Mardan.

*Email: zainikhan624@gmail.com

Abstract: This study aimed at secondary level teachers' attitudes towards teaching and learning of English grammar in the district of Mardan. The research objectives were to investigate the components that influence secondary school teachers' attitudes towards teaching and learning English grammar. To identify what influences secondary school teachers' attitudes towards teaching and learning English grammar. According to the annual statistics report, there are 2647 female working teachers and 167 male working teachers. For this purpose, in this study, the population was all male and female teachers from the public and private sectors at the secondary and higher secondary schools in Mardan. Twenty-five senior English teachers were selected from the population using the cluster random sampling technique. The research design was a descriptive survey, and the research data was collected through a questionnaire, which was a self-made tool. The questionnaire was a five-point Likert scale. The study data was analyzed by SPSS. The results of the research confirmed the positive response of English teachers. The study showed that an English teacher's attitude has great importance for students learning.

Keywords: Attitudes, teaching and learning process, secondary level.

1. Introduction

An attitude towards people, ideas, things, or other circumstances is defined as their psychological and evaluative stance or temper. It encompasses a range of attitudes and actions that mold a person's perspective and responses to the environment. An individual's decision, reaction, and perception in a variety of contexts are greatly influenced by their attitudes, which can be positive, negative, or neutral. Teachers' attitude towards teaching English is affected by the method they use and their communication with their students. It indicates the attitude of the English teacher. It consists of the teacher's manner, student viewpoint, peers, curriculum, and school. "A relatively continuing association of attitude, feelings, and behavioral traits towards socially important groups, symbols, events, or objects" is what is meant by the definition of attitude Chaiken and Eagle (2008). In general, people have an attitude towards their language and to other people; a language that is not written seems illusory to them. When others hear their language, they feel ashamed. They might think that, at times, they only speak one language and have no command over others. Others feel that speaking English is the only way to get a high rank. The English teachers in Pakistan view English as the best language to learn and believe that it is also the best way to improve

their children's chances of finding employment in the future (Hider, 2014). Zan and Martion (2007) pointed out that attitude is an individual's feelings and behavior; it can be a negative or positive attitude. Thus, a teacher's attitude greatly impacts the students learning. A positive outlook of teachers creates an outstanding learning environment; their positive attitude improves classroom management, and their attitude has great impacts on students' wellbeing.

1.2 Teaching of English Grammar

English grammar teaching offers students a strong groundwork for actual communication and provides them with the best ability to express their ideas in a concise manner. English grammar practice is the backbone of English language skills. The attitude of English teachers towards English grammar is limited to treating it as a second language. Kurusu (2010) points out that English grammar rules both written and spoken English. Many people believe that this is a crucial part of teaching and learning English. According to Involucre and Davis (2008), the teaching of English grammar is easy if the teachers clear the mind of the learner with enough understandable English grammatical material. The instructor's character shows something about their ability or proficiency when it comes to teaching English grammar.

English grammar learning and instruction outcomes are critically impacted by the attitudes of educators. English grammar is a very important feature of society. Teachers have great competencies in English grammar. A teacher's attitude affects students' performance. My research goals are to determine the attitudes of teachers about the teaching and learning of English grammar. The present study is important because it helps the researcher find the attitude of English teachers. The basic method for learning English is to learn grammar. Getting knowledge of grammar is a first step towards academics. Regarding English teaching and learning, the point of view of students and teachers will open the best ways for its top practice. Taking into consideration the resources and time available, the study has been limited to the following aspects: English teachers from government and private high and higher secondary schools in District Mardan.

2 Literature Review

2.1 Teachers Attitude

The attitude of teachers to their work has a significant impact on the teaching and learning environment and experiences that students have. Students feel inspired to explore and succeed in a supportive environment when there is a positive and encouraging attitude from teachers in the place. An environment that is favorable to successful teaching and learning is created by teachers who exhibit empathy, excitement, and tolerance. However, an uninterested or gloomy mindset can impede learning and teaching and make students lose interest. Beyond merely transmitting information, a teacher's attitude affects students' general well-being and how they view education. According to researchers (Smith, 2018), teachers' positive attitudes are critical for improving students' academic performance and personal growth. Consequently, it becomes crucial for teachers to continuously reflect on their attitudes. According to a study conducted by Johnson and Smith (2019), teachers who have optimism, enthusiasm, and a positive attitude toward their students' success contribute to a positive classroom climate. Positive attitudes of teachers help to create a learning environment where students feel motivated and appreciated. Wang and Eccles (2013) pointed out in their research that improved academic performance and a positive attitude toward learning are linked to positive teacher attitudes and higher levels of student engagement. Attitudes are an individual's rude mental processes that determine their present and future social responses (Zanniecki et al., 1918). Positive teacher attitudes and encouraging behavior by English teachers have a positive impact on their students' emotional and social development. Hamre and Pianta (2001). This helps students feel like they are motivated to succeed. Teacher attitude and expectations have a big impact on students' academic performance (Hattie, 2009).

2.2 Teacher's Attitude Towards Teaching and Learning of English Grammar

The attitude of teachers towards grammar has a significant impact on how proficient their learners are in the language. Students who approach grammar concepts with positivity and enthusiasm are more likely to engage with them actively. English grammar instruction can be made more rewarding and enjoyable for their students when

teachers approach the subject with creativity, patience, and a sincere passion for it. On the other hand, teachers who have a rude or uncaring attitude can discourage students from studying and make it tougher for them to understand basic grammar rules. Other researchers pointed out in their research that teaching and learning English results are highly affected by the teacher-student dynamic (Borg, 2006; Larsen-Freeman, 1986).

English grammar is an important part of language, 'especially in the context of the English language as a foreign language. English and its delivery method have been discussed for many years, so the role of English grammar and the teaching of English grammar practice outcomes are big matters for research. In teaching, teachers play a vital role. Teachers are the backbone of the education system. They play a very important role. Teacher attitude has direct effects on students learning and their progress, by which teachers' performance should be measured (Barbara, 2009). The teaching of grammar is important because it helps students' outstanding language. Grammar rules should be applied regularly to create a standardized form of English that promotes a common language standard and facilitates communication skills in society (Crystal, 1995).

Other research findings that show the influence of instructor interest on learner incentive and achievement highlight the importance of a teacher's attitude toward grammar instruction. Dornyei, Z. (2001) pointed out in his study that those teachers who have a positive outlook on teaching and learning English create an inspiring teaching and learning environment in the classroom. This drives engagement and encourages involvement from students, which improves language learning results. Teachers' attitudes towards teaching and learning English grammar create a positive learning environment. A supportive and optimistic attitude from teachers improves students' confidence and endorses a love for the English language (Emmer & Stough, 2001). So, the attitude of teachers plays an important role in determining the learning environment and experiences of learners. The attitude of the teacher towards the teaching and learning of English grammar is crucial for student's effective learning outcomes, motivation, classroom management, and the overall learning environment.

2.3 Hypotheses of the Study

H₁: The attitude of the teacher has a significant impact on student motivation.

H₂: The attitude of teacher about teaching of English grammar is positive.

3. Methodology

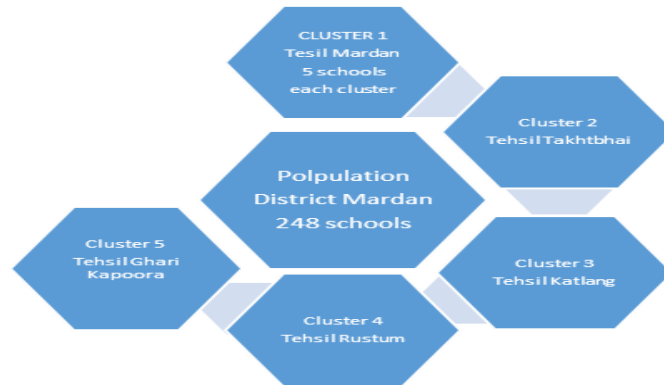
3.1 Design of the Study

Considering the descriptive nature of the study, the quantitative descriptive survey research design was used. According to Creswell et al. (2014), through the process of quantitative research, the researchers collect and analyze numerical data. Another researcher (Gay et al., 2009) pointed out that a quantitative survey is the best way because it is easy to use and cost-effective.

The population of this study was both genders of government and private sector schools' teachers at the high and high secondary levels in District Mardan. According to the annual statistics report (ASR of E&SE 2018), there are 176 high secondary schools with 2646 working teachers, and higher secondary schools are concerned with 2121 working teachers. As far as 466 SETs are working in girls' schools, while 475 SET teachers are working in boys high and higher secondary schools in District Mardan.

3.2 Sampling Technique

Out of the above-mentioned population, the cluster sampling method was considered the best for selecting respondents. So, the population was split up into subgroups and groups by the researchers. District Mardan consists of five tehsils, which together form one cluster. According to the cluster random sampling technique, two higher schools and three higher secondary schools were selected from each cluster. So, there were 25 senior English teachers and 25 schools in the sample, which were taken by each single school.



A self-developed, five-point Likert scale questionnaire (strongly agree, agree, undecided, strongly disagree, disagree) was used as a research instrument. The questionnaire has 28 items, which were used for data collection. Data was collected through a questionnaire. For data collection, the researcher visited 25 sampled schools herself.

4. Data Analysis

Table 1: Descriptive Analysis

S. No	Item	Mean	SD
1	English teacher has strong command on grammar	1.60	0.7
2	Teachers apply English grammatically instruction	1.52	0.5
3	Teachers regularly applying their students preexisting knowledge	1.64	0.5
4	Teachers emphasize on English words/Meaning for learner understanding	1.48	0.7
5	Teachers frequently highlight using in the English language idea	2.0	0.8
6	Grammar plays important part in developing students' skill	1.64	0.5
7	English teachers promote supportive environment for learner	1.96	0.7
8	Do teachers engage and felicitate the learner	1.88	0.7
9	Teachers usually using grammatically language to the students	1.72	0.5
10	Teachers frequently using visual material for delivering her knowledge	2.0	0.9
11	The foundation of positive communication is English grammar	1.64	0.7
12	Teachers usually emphasize on practicing of English fluency communication in the classroom	1.8	0.7
13	Teachers frequently pay attention on students' mistake	1.92	0.8
14	Teachers fast participate in English grammar lessons positively effects on students' confidences in English	1.56	0.7
15	Technology helps students have more adapted learning practice	1.72	0.4
16	Teachers quickly participating in grammar lessons positively effects on students' ability	1.56	0.5
17	Skilled development exercise enhances teachers' skill to teach English grammar	1.72	0.7
18	Teacher of English deliver real life example to the students to clear their mind	1.92	0.9
19	English grammar lessons are joined with other language skill by the teachers	1.88	0.8
20	Teachers are present English grammar instruction to increase global language ability	1.96	0.7
21	Teachers are giving more than enough time to teaching English grammar	1.56	0.7
22	Teachers usually applying activities and practice exercise from different	1.88	0.6

	sources		
23	Teachers are always motivating their students to ask questions	1.64	0.5
24	Educators should concentrate on the phonological parts of grammar facts	2.04	0.7
25	Understanding English grammar aids help the pupils to learn difficult English texts	1.52	0.5
26	Understanding of English grammar is important for learners' overall progress	1.72	0.4
27	English teachers actively look for professional development opportunities to develops their student's grammar ability	1.52	0.5
28	A comprehensive kind of grammar improve students' oral English grammar communication	1.68	0.9

4.1 Research Findings

The above table shows that the majority of teachers have a positive attitude towards teaching and learning English. The result of the study showed that the respondents regarding English teachers have strong command of grammar, which was a mean of 1.60 and a SD of 0.7. The result of the data showed a mean of 1.52 and a SD of 0.5, indicating teachers were applying grammatical instruction. The result of the study revealed that teachers were emphasizing English words and meanings for learners, which mean was 1.48 and 0.7 SD. The finding showed that the respondents frequently highlighted using language ideas, which had a mean of 2.0 and a SD of 0.8. The result of the finding showed regarding that statement that grammar plays an important part in developing students' skills, which mean was 1.96 and 0.5 SD. The finding revealed in the responses regarding that English teachers promote a supportive environment, whose mean was 1.96 and 0.7 SD. The analysis revealed that teachers used grammatically correct language when communicating with students, with a mean of 1.72 and 0.5 SD. The result showed that the teacher used visual material to deliver her knowledge, which had a mean of 2.0 and a SD of 0.9. The finding indicated that the foundation of positive communication is English grammar, whose mean was 1.64 and 0.7 SD. The result showed regarding the statement that teachers usually emphasize practicing English fluency communication in the classroom, which mean was 1.8 and 0.7 SD. The finding showed that, regarding the statement, teachers frequently pay attention to student's mistakes, which mean was 1.92 and 0.8 SD. The findings indicate that teacher's fast participation in grammar has an effect on students' confidence, whose mean was 1.72 and 0.7 SD. The finding showed a response regarding the statement that skill development exercise helps students have more adapted learning practice, which mean was 1.72 and 0.7 SD. The finding showed that teachers deliver real-life examples to students, whose mean was 1.92 and 0.9 SD. The result indicated, regarding the statement that teachers are presenting English grammar instruction to increase global language ability, was 1.96 and 0.7 SD. The result indicated that teachers are giving more than enough time to teaching English grammar, which means 1.56 and 0.7 SD. The finding showed regarding the statement that teachers usually ape activities and practice exercise, which mean was 1.88 and 0.6 SD. The result indicated, regarding the responses, that teachers usually motivate their students, whose mean was 1.46 and 0.5 SD. The finding showed that educators concentrate on the phonological parts of grammar facts, which mean 2.04 and 0.7 SD. The result indicated regarding the statements that understanding English grammar is important for students, which mean was 1.72 and 0.4 SD. The findings showed that teachers look for professional development opportunities to develop their students' abilities, which mean 1.52 and 0.5 SD. The result showed that regarding the student's oral English grammar communication, the mean was 1.68 and 0.9 SD. The responses indicate that comprehensive grammar improves. The findings of the individual items of the teachers' questionnaire are explained clearly in this table. A high percentage of teachers agreed; the result clarifies the vital role of teachers' attitudes toward teaching English grammar.

5. Conclusion

It was concluded that the attitude of teachers' related teaching and learning of English grammar was positive and extraordinary. The research's conclusions showed the pivotal role teachers' attitudes play in promoting students'

learning. When it comes to English grammar instruction, An engaging and dynamic, or active, teaching and learning environment is enhanced by the positive and enthusiastic attitudes of teachers, which in turn encourage open interest and motivation among students.

5.1 Recommendations

Promote an atmosphere at school where teachers' efforts to teach English grammar are esteemed and appreciated. Create regular forums for English teachers where educators can discuss best practices and work together to develop front-line strategies for teaching and learning English grammar to secondary school students.

References

- Borg, S. (2006). *Teacher cognition and language education: Research and practice*. Bloomsbury Publishing.
- Barbara, G. (2009). Mucosal immune activation in irritable bowel syndrome: gender-dependence and association with digestive symptoms. *Official journal of the American College of Gastroenterology| ACG*, 104(2), 392-400.
- Crystal, D. (2003). *English as a global language*. Cambridge university press.
- Borg, S., & Burns, A. (2008). Integrating grammar in adult TESOL classrooms. *Applied linguistics*, 29(3), 456-482.
- Creswell, J. W. (2014). *A concise introduction to mixed methods research*. SAGE publications.
- Dornyei, Z. (2001). New themes and approaches in second language motivation research. *Annual review of applied linguistics*, 21, 43-59.
- Davis, A. R. (2008). Floral structure and dynamics of nectar production in *Echinacea pallida* var. *angustifolia* (Asteraceae). *International Journal of Plant Sciences*, 169(6), 708-722.
- Eagly, A. H., & Chaiken, S. (2007). The advantages of an inclusive definition of attitude. *Social cognition*, 25(5), 582-602Eagly.
- Emmer, E. T., & Stough, L. M. (2003). Classroom management: A critical part of educational psychology, with implications for teacher education. In *Educational psychology* (pp. 103-112). Routledge.
- Freeman, D. (2014). Teachers' attitudes towards teaching grammar: A review of literature. *Education Inquiry*, 5(4), 881-905
- Gay, R. (2009). Error minimized extreme learning machine with growth of hidden nodes and incremental learning. *IEEE Transactions on Neural Networks*, 20(8), 1352-1357.
- Haider, G. (2014). Perception of students with learning difficulties towards English composition writing through activities. *Turkish International Journal of Special Education and Guidance & Counselling* ISSN: 1300-7432, 3(1), 27-35
- Hamre, B. K., & Pianta, R. C. (2001). Early teacher-child relationships and the trajectory of children's school outcomes through eighth grade. *Child Development*, 72(2), 625-638.
- Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.
- Kurusu, T., Hamada, J., Nokajima, H., Kitagawa, Y., Kiyoduka, M., Takahashi, A., ... & Kuchitsu, K. (2010). Regulation of microbe-associated molecular pattern-induced hypersensitive cell death, phytoalexin production, and defense gene expression by calcineurin B-like protein-interacting protein kinases, OsCIPK14/15, in rice cultured cells. *Plant physiology*, 153(2), 678-692.
- Smith, J. (2018). The Role of Teacher-Student Relationships in the Formation of Successful Students. *Journal of Educational Psychology*, 110(4), 499-514.
- Wang, M. T., & Eccles, J. S. (2013). School context, achievement motivation, and academic engagement: A longitudinal study of school engagement using a multidimensional perspective. *Learning and Instruction*, 24, 10-23
- Zan, R., & Di Martino, P. (2007). Attitude toward mathematics: Overcoming the positive/negative dichotomy. *The Montana Mathematics Enthusiast*, 3(1), 157-168
- Znaniecki (1920) the Polish Peasant in Europe and America. *The legacy of the Chicago School of Sociology*, 74-104.

