

A Study of the Attitude of Primary School Teachers towards Gujarati Subject in Bharuch District

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Abstract— The present study investigates the attitude of primary school teachers towards the Gujarati subject in Bharuch district with respect to gender, area, and type of job. A descriptive survey method was adopted, and a self-constructed attitude scale was used as the research tool. The sample comprised 64 teachers from 12 Gujarati-medium primary schools selected through stratified random sampling. Data were analyzed using mean, standard deviation, standard error, and t-test. Findings indicated that all groups of teachers—male, female, urban, rural, permanent, and Vidyasahayak—possessed a positive attitude towards the Gujarati subject, with no significant difference between groups. The study recommends the use of teaching aids and co-curricular activities to further strengthen positive attitudes.

Index Terms— Gujarati language, attitude, primary school teachers, Bharuch district, survey research

I. Introduction

In the present era, the use of the Gujarati language has significantly declined. Gujarati, often considered the mother of many prevalent languages, is typically used in traditions, customs, religious rituals, social and family functions, and ceremonies by certain individuals. If we wish to preserve our culture and safeguard this ancient language, it is essential to create awareness about using Gujarati. Only institutions like Kashi Vidyapith and Somnath Vidyapith consistently use Gujarati in education and administration.

Socially, however, the language holds limited importance. To elevate its status, societal attitudes must change. Understanding the attitude of primary school teachers toward the Gujarati subject is vital since teachers play a key role in promoting language use. This study was undertaken to examine such attitudes in the Bharuch district.

II. Statement of the Problem

"A Study of the Attitude of Primary School Teachers towards the Gujarati Subject in Bharuch District"

III. Operational Definitions

Primary School – Schools providing basic education from Grades 1 to 7 (and currently including Grade 8) as per the National Education Policy (1986) guidelines.

Attitude – Teachers' overall positive or negative responses towards the Gujarati subject as a teaching subject, considering aspects such as social utility, difficulty, interest, and perceived independence.

IV. Objectives of the Study

1. To study the attitude of primary school teachers in Bharuch district towards the Gujarati subject.
2. To examine the effect of gender on the attitude of primary school teachers towards the Gujarati subject.
3. To examine the effect of area (urban/rural) on teachers' attitudes.
4. To examine the effect of type of job (permanent/Vidyasahayak) on teachers' attitudes.

V. Hypotheses

H₀₁: There is no significant difference in the attitude scores towards the Gujarati subject between male and female teachers in Bharuch district.

H₀₂: There is no significant difference in the attitude scores towards the Gujarati subject between urban and rural teachers.

H₀₃: There is no significant difference in the attitude scores towards the Gujarati subject between permanent and Vidyasahayak teachers.

VI. Significance of the Study

- The findings will help understand the attitudes of primary school teachers towards the Gujarati subject.
- It will provide insight into how gender, area, and type of job influence attitudes.
- The study will guide educational planners in promoting positive attitudes through targeted interventions.
- It will inspire similar attitude studies for other subjects.

VII. Delimitations and Limitations

Delimitations

- Limited to 1,032 primary schools in Bharuch district.
- Restricted to Gujarati-medium primary schools.

Limitations

- Data collected using a self-constructed attitude scale, thus subject to its limitations.
- Only three variables (gender, area, job type) were considered; other influencing factors were excluded.

VIII. Variables

The study examines teachers' attitudes toward the Gujarati language as the dependent variable, influenced by independent variables such as gender, job type, teaching experience, and school location for Table 1.

Table 1

Type of Variable	Variable	Levels
Independent	Gender	Male, Female
	Area	Urban, Rural
	Job Type	Permanent, Vidyasahayak
Dependent	Attitude towards Gujarati subject	—

IX. Research Methodology

The study follows a descriptive survey design and is applied research in nature.

X. Tool Construction

An attitude scale previously developed during M.Ed. studies was adapted for the present research. The scale contained 49 items, each scored on a 0–4 range, yielding a total possible score of 0 to 196.

XI. Population and Sample

The population comprised all primary school teachers in Bharuch district. Two talukas from the district were selected using stratified random sampling. From these, 12 schools were chosen, yielding a sample of 64 teachers (33 male, 31 female).

XII. Data Collection Procedure

Permission was obtained from school principals. Teachers were briefed about the purpose of the study and instructed on completing the attitude scale. The investigator ensured rapport with participants and collected all responses personally.

XIII. Data Analysis Procedure

Data were coded and tabulated. Attitude scores were categorized as follows for Table 2:

Table 2

Score Range	Attitude Level
168–196	Strongly Positive
136–168	Positive
104–136	Neutral
72–104	Negative
40–72	Strongly Negative

Statistical techniques used: Mean, Standard Deviation, Standard Error, t-test, and frequency polygon.

XIV. Findings

1. Male ($M = 122.06$) and female ($M = 122.11$) teachers both showed positive attitudes. No significant difference was found at the 0.05 level.
2. Urban ($M = 121.35$) and rural ($M = 120.98$) teachers both had positive attitudes; no significant difference was found.
3. Permanent ($M = 121.11$) and Vidyasahayak ($M = 121.19$) teachers both had positive attitudes; no significant difference was found.

XV. Discussion

The findings align with prior studies by Pargi (2008), Rawal (2006), Thakor (2005), Pithva (2003), Patel J. (2000), Patel S. (1999), Shah (1997), Parmar (1993), and Desai (1992), which also reported no significant differences in attitudes based on gender, area, or job type.

XVI. Educational Implications

1. Use of teaching aids can make attitudes more positive.
2. Student attitudes towards Gujarati can be improved through classroom strategies.
3. Organizing co-curricular activities can promote positive attitudes.
4. The study encourages similar research for other subjects.

XVII. Conclusion

The study concludes that primary school teachers in Bharuch district, regardless of gender, area, or job type, have a positive attitude towards the Gujarati subject. Encouraging classroom innovations and cultural activities can further strengthen this attitude.

XVIII. References

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