



# A STUDY ON ATTITUDE OF DIET STUDENTS TOWARDS SUPPLEMENTARY SKILLS

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## ABSTRACT

The present study, "A study on the attitudes of DIET students towards supplementary skills" is a descriptive study is more concerned with the facts. It is more than just a collection of data, which involves measurement, classification, analysis comparison and interpretation. Descriptive study is designed to obtain information concerning the current status of a given phenomenon. They are concerned with the conditions or relationships those exist; practices that prevail; believes point of view or attitudes that are held. It is directed towards determining the nature of a situation, as it exists at the time of study. The aim of it is to describe "What exists" with reference to variable or conditions in a situation.

**KEYWORDS:** Supplementary skills, DIET, Descriptive Statistics.

## 1. INTRODUCTION

### Role of English language in India:

In India emphasizing the role of English one of the education commissions had emphatically asserted, "for a successful completion of first degree course a student should possess an adequate command of English, be able to express himself with reasonable ease and felicity, understand lectures in it and avail himself of its literature. Therefore, adequate emphasis will have to be laid on its study as a language right from the school stage. English should be most useful library language in higher education and our most significant window on the world".

Emphasizing the importance of the knowledge of English The Radhakrishnan University Education Commission observed, "It's a language, which is rich in literature – humanistic, scientific and technical. If under sentimental urges we should give up English, we would cut our selves off from the living steam of ever growing knowledge. The Kothari commission has said that no student be considered to have qualified for a degree unless has acquired a reasonable proficiency in English According to this, the implications are two – fold. Frequently, the student relies upon libraries to obtain specialized information or to take advantage of new learning resources, as by applying the supplementary skills to determine success or failure.

### Significance of the Problem:

"Language is more caught rather than taught". The difference between an achiever, a perfectionist in academics and a non-performer lies in the degree of honing –up the supplementary skills such as the study skills and the reference skills, which help, in quick and efficient internalization of a large body of information. Unlike in social sciences, which are content - based, language learning is a skill based. LSRW are the only requisite skills in learning a language. But proficiency in the language is acquired through a mastery of number of skills such as note making, note taking, paragraphing, précis writing, and reference skills and so on. In addition to the four basic skills of the language i.e., listening, reading, speaking and writing, the students has to develop independent style of learning to meet his growing educational needs, including expansion of vocabulary through reference material.

### Objectives of the study:

1. To study the attitude of DIET students towards "supplementary skills".
2. To find out significance difference, if any, between the first year and the second year students in respect of their attitudes towards "supplementary skills".
3. To find out significance difference, if any between boys and girls in respect of their attitude towards "supplementary skills".
4. To find out significance difference, if any between urban and rural students in respect of their attitudes towards "supplementary skills".

### Hypotheses of the Study:

1. The DIET students are not possessing high attitude towards supplementary skills.
2. There is no significant difference between the first year and second year students in respect of their attitude towards "supplementary skills".
3. To find out significance difference, if any, between boys and girls in respect of their attitude towards "supplementary skills".
4. To find out significance difference, if any, between urban and rural students in respect of their attitudes towards "supplementary skills".

### Definitions of important terms:

- A) Study:** A detailed investigation and analysis of a subject or situation. (Oxford advanced learners Dictionary)/The devotion of time and attention to acquiring knowledge on an academic subject especially by means of books.
- B) Supplementary skills:** The learner has to develop extra or additional skills in addition to the basic four skills (listening, speaking, reading and writing). There extra or additional skills are called supplementary skills./The skills, which are mastered in and outside the classroom so as to meet the growing needs in day – today life like study skills and reference skills are called supplementary skills in language learning.
- C) Study skills:** The abilities to the devotion time and attention to acquiring on academic subject especially by means of books such as hand writing expansion essay writing : Note taking: Note making : note making as said to be study skills.
- D) Reference skills:** The ability to refer to necessary materials for a comprehensive focused study is called reference skills.
- E) Attitude:** A settled way of thinking or fetching about someone or something typically one that is reflected in a person's behavior. The attitude is a concept of belief. One does or does not favor a particular object one accepts some path or rejects it. All these beliefs, favorableness and acceptance are the expressions of an attitude. Flower and Fowler (1968) give the meaning of attitude as "behavior of conduct regarding some matters". Atkinson (1970) defines attitude as reactions may or may not reflect the individual's observation of his own behavior. Attitudes are often called unspoken temporary matters; attitudes are more or less stable".

## 2. METHODOLOGY

To conduct a study in a scientific way the investigator must be well acquainted with the methodology of educational research. This leads to selection of appropriate and accurate method, which suits the problem. There are different methods of educational research, which are commonly employed in the field of educational research. But they are selected based on the nature and purpose of the study taken up.

According to J.W.Best, there are three different methods of educational research. Historical research, Descriptive research, Experimental research

**Population:** A population refers to any collection of specified group of human beings or of non-human entities such as objects, educational institutions, time units, geographical areas, prices of wheat or salaries drawn by individuals. A set of objects is called population. It may be finite or infinite in the present study the entire in the present study the entire population refers to all the DIET students of Telangana. Sampling is the process by which a relatively small number of individuals or measures of individuals, objects or events is selected and analyzed in order to find out something about the entire population from it was selected. The representative proportion of the population is called a sample. By considering the time factor the researcher delimited his sample to 120 students from four colleges (i.e 30. Students from each college).

### Sampling Technique:-

From a given universe the choice of sample is made by various methods. Which methods will suit in given problem will depend upon its nature, scope and the

investigator therefore the choice of method in the selection of sample must be made with utmost care. The following main methods of selecting the samples are purposive sampling, Random Sampling, Stratified sampling, Quota Sampling, Multi – stage Sampling, Convenient sampling etc, From the sampling techniques Random sampling techniques is used in the present study for drawing the sample

#### Tools for data collection:

Tools are the instruments that are employed to gather new facts. The selection of the tool for particular study depends upon various consideration such as objectives of the study, the amount of time to administer, to score and to interpret the data, results etc., keeping these points in view the investigator in order to collect the data, used questionnaire as a tool, which was prepared by the researcher to collect data for the study.

#### Analysis and interpretation of data:

The responses were calculated by using scoring procedure. Then the mean and standard deviation was calculated 't' values were calculated to find out the significant difference between the variables towards supplementary skills. The final form of the questionnaire contains 30 questions, out of which 24 are positive questions and 6 are negative questions. Three point scales is used. The data gathered can be analyzed drawn conclusions by using statistical treatment. Based on the objectives of the study the researcher used the descriptive and t-test to analyze the data.

**Mean:** The mean is the sum of the separate score or measures divided by their number. The mean value was found for the raw score of total students, boys and girls, arts and science students, graduate and postgraduate students and rural urban background students.

$A.M = (A \pm \Sigma f/d/N) \times C$ , Where A=Assumed mean,  $\Sigma f/d$  Sum of the product of frequency and deviations taken assumed mean in terms of class intervals. N indicates total frequency, C is Class interval

#### Standard deviation:

Standard deviation is the square root of variance. i.e., the mean of the squared differences between the values of each case in the distribution and the value of  $\mu$

$$\sigma = \sqrt{\frac{1}{N} \sum_{i=1}^N (x_i - \mu)^2} \quad \text{where} \quad \mu = \frac{1}{N} \sum_{i=1}^N x_i$$

**t-test:** The test of the significance of the difference between two means is known as t-test

#### Equal or unequal sample sizes, equal variance

The t statistic to test whether the means are different can be calculated as follows:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{x_1x_2} \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}, \quad \text{where} \quad S_{x_1x_2} = \sqrt{\frac{(n_1-1)S_{x_1}^2 + (n_2-1)S_{x_2}^2}{n_1 + n_2 - 1}}$$

In these formulae, n = number of participants, 1 = group one, 2 = group two. n - 1 is the number of degrees of freedom for either group, and the total sample size minus two (that is, n1 + n2 - 2) is the total number of degrees of freedom, which is used in significance testing.

### 3. ANALYSIS AND INTERPRETATION OF DATA

The mass data collected through the use of various tools need to be systematized and organized, i.e., edited, classified and tabulated before it can serve the purpose. Hence, edited implies the checking of gathered data for accuracy. Utility and completeness; classifying refers to the dividing of the information into recording of the classified material in accurate mathematical terms.

After the data collection was finished, it was analyzed keeping in view the objectives and hypothesis of the study.

The raw data was analyzed by tabulating it. The maximum score in the responses was 88 and the least score was 57. The total responses were tabulated with frequency tabular form interval of marks and number of students that is 5,20,79 and 16 students got class of interval with 50-60,61-70,71-80, and 81-90 respectively.

#### TESTING OF HYPOTHESES:

##### Hypothesis 1:

The mean value of the total sample (120) is 74.25 and the standard deviation is 5.83. As per the mean value of the whole sample, it can be understood that the DIET students are possessing high attitude supplementary skills. So, the hypothesis that "The DIET students are not possessing high attitude towards supplementary skills" can be rejected.

##### Hypothesis 2:

The independent "t-test" is performed and the mean score of I year students is 74.85 and S.D is 5.72 and the mean score of II year students is 73.66 and their S.D

is 5.88. The critical ratio (p-value) found was 0.16 which was not significant at 5% level of sig.

From the above p-value, it is evident that there is no significant difference in the attitude of I year and II year students towards supplementary skills. So the hypothesis is accepted.

##### Hypothesis 3:

The above table explains about the mean differences between boys and girls. The mean score of boys is 73.91 and S.D is 6.03 and the mean score of girls is 74.6 and their S.D is 5.61. The critical ratio (p-value) found was 0.42, which was not significant at 5% level of sig.

From the above p-value, it is evident that there is no significant difference in the attitude of boys and girls towards supplementary skills. So, the hypothesis can be accepted.

##### Hypothesis 4:

The above table explains about the mean differences between urban and rural students. The mean score of urban students is 74.06 and S.D 6.14 and the mean score of rural students is 64.38 and their S.D is 5.61. The critical ratio found was 0.03, which was significant at 5% level of sig.

From the above p-value, it is evident that there is a significant difference in the attitude of urban and rural students towards supplementary skills. So, the hypothesis can be rejected.

### 4. FINDING AND CONCLUSION

#### Findings:

The following are the findings of the present study:

1. The DIET students are possessing high favorable attitude towards supplementary skills.
2. 74.25% of the total sample responded favorable towards supplementary skills
3. It is found that there is no significant difference between boys and girls in respect of their attitude towards supplementary skills
4. It is found the girls have more favorable attitude than boys towards supplementary skills.
5. It is found that there is no significant difference between 1st year and II year students in respect of their attitude towards supplementary skills.
6. It is found that I st year students have more favorable attitude than II nd year students towards supplementary skills.
7. It is found that there is no significant difference between rural and urban in respect of their attitude towards supplementary skills
8. It is found that urban students have more favorable attitude than rural students towards supplementary skills

#### Conclusion:

Supplementary skills play a vital role in the language acquisition and developing competency in other academic subjects. For learning any language the four basic skills (LSRW) are need of the hour.

At the same time to show the difference between an ordinary learner and an effective learner these skills are essential from the secondary stage. Right attitude towards these skills will always helpful for gaining extraordinary skills. At the same time developing right attitude towards these skills makes difference. It is not difficult as most of them are favorably disposed to supplementary skills if the facilities are provided.

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