

Bachelor First Year Education Student's Attitude towards Learning English

Lok Raj Sharma^{1*}

¹Associate Professor, Department of English,
Makawanpur Multiple Campus, Hetauda, Makawanpur

*Corresponding Author: lokrajsharma10@yahoo.com

Citation: Sharma, Lok Raj (2022). Bachelor first year education student's attitude towards learning English. *International Research Journal of MMC (IRJMMC)*, 3(1), 57-69. <https://doi.org/10.3126/irjmmc.v3i1.44195>

Abstracts: *This article examines the bachelor first year education students' attitude towards learning English. A cross-sectional survey design was adopted to carry out the research study. Five-point Likert scale statement items regarding the attitude towards learning English were administered to the mass of students at three campuses in the academic year 2018-2019 in Makawanpur District of Nepal. Simple random sampling technique was used to select 270 students as respondents out of the population of 277 students for the study by maintaining the confidence level (95%) and the margin of error (1%). The collected data were statistically analyzed by using SPSS. The study revealed that the students had a positive attitude (Median=4) towards learning English, and they "Agreed" with the statement items. The Mann-Whitney U test and the Kruskal- Wallis H test show that all the students from the three campuses had a positive attitude "Agree" towards learning English regardless of their sex (Sig.=.841), religion (Sig.=.470), and age group (Sig.=.753). This article is important for the teachers, the concerned authorities and the parents, because it provides them with information why the students were interested in learning English.*

Keywords: Affective, attitude, behavioral, cognitive, learning

1. Introduction

English, a global language, is a vital language for all kinds of professional and personal advancement. It is a leading foreign language holding an influential position in Nepal. In the views of Shrestha (1983) and Shrestha (2003), English is neither a second language nor an official language in Nepal. Bista (2011) describes English language as "a foreign language for the speakers of Nepali" (p. 3). It is the most widely taught foreign language at schools, colleges and universities. Many Nepalese learners start learning English from their early stage at primary schools or even pre-schools. English has been taught as a compulsory subject at the Secondary level. It has been taught as a compulsory subject as well as an optional subject at the higher Secondary level and the bachelor level. Moreover, students at the master level in the faculties of humanities and education study English language and literature as a major subject of interest. In the course of teaching English at the bachelor level, some students were found to perceive English as an easy language, yet most of the students are noted to find English difficult to read, write and speak. They are far from attaining the desired level of proficiency either in comprehensive or productive skills or in both. Despite being exposed to English instruction for a long time at different levels, the students remain poor. Such students develop a negative attitude towards learning English.

There are various reasons for learning English language and literature. Probably a major number of students in the world learn it because it is in their curriculum. Some people have a strong desire to learn English, because they think that knowledge of English offers chances for advancement in their professional lives. They think that they will get a better job if they know English language along with their mother tongue. Some people are motivated to learn English because it is an international language of communication, literature, science and technology. Whatever the reasons may be the preference of students for learning English has immensely gone up in the present situation.

This paper tries to examine the bachelor first year education students' attitudes towards learning English. A cross-sectional survey design which consisted of five-point Likert scale 30 statement items was administered to the 277 students who belonged to three campuses in Makawanpur District of Nepal in the academic year 2018-2019. Simple random sampling technique, especially lottery method was used to select 270 students out of the population of 277 students for the study. The five-point Likert scale statement items regarding their attitude towards learning English were the units of analysis. The analysis of the units was performed on the basis of options given from the ascending level of attitude as from Strongly Disagree (1), Disagree (2), Undecided (3), Agree (4) and Strongly Agree (5).

There are only three campuses where students can pursue the bachelor level in Education in Makawanpur District. Students from the Terai, the Valley, and the Hill come to these campuses for their campus / higher education because of its peaceful and suitable environment for teaching learning activities. The students of diverse family backgrounds, geographical locations, financial status and knowledge levels at these campuses may well represent the students of Education campuses situated in this nation.

1.1 Statement of the problem

One of the major problems of this research study is regarding the employment of the proper statistical tools to assess the students' attitude towards learning English. Some researchers are found to have used mean and standard deviation for analysis of data, and t test and ANOVA for hypothesis test with ordinal data, whereas other researchers are noticed to have used median, mode and frequency, the Mann-Whitney U test and the Kruskal-Wallis H test with ordinal data. This researcher used median, mode, percent, for the analysis of data, and the Mann-Whitney U test and the Kruskal-Wallis H test for hypothesis test. The responses in Likert scale statement items do not have absolute zero points unlike the ratio scale. They just refer to the order of preference.

1.2 Significance of the study

No study has been carried out to assess the bachelor first year education students' attitude towards learning English by involving the students of three campuses situated in Makawanpur District, Nepal. This research is significant because it discerns the level of agreement of students towards learning English. Moreover, it also investigates whether sex, religion, campus and age group of the students affect their attitudes towards learning English or not.

1.3 Objectives of the research study

The objectives of the research objectives were:

- To examine the bachelor first year education students' attitude towards learning English.
- To find out the level of agreement regarding their attitude towards learning English across the categories of sex, campus, religion and age group.

1.4 Null hypotheses

The null hypotheses of the research study were:

- The distribution of the level of agreement of the students regarding their attitude towards learning English is the same across categories of sex.
- The distribution of the level of agreement of the students regarding their attitude towards learning English is the same across categories of Campus.
- The distribution of the level of agreement of the students regarding their attitude towards learning English is the same across categories of religion.
- The distribution of the level of agreement of the students regarding their attitude towards learning English is the same across categories of age group.

1.5 Delimitations of the study

The research was carried out under the following delimitations:

- The study was limited to the students of three campuses situated in Makawanpur District.
- Only Bachelor first year education students were involved as the sample of population.
- Only 30 statement items regarding the students' attitude towards learning English were constructed to elicit the data for the study.

1.6 Literature review

Language and literature are unique properties of human beings. Language is used for expressing ideas, opinions, emotional states, information, past experiences, future plan, imaginations and so on. Sapir (1921) asserts that language is a "primarily human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols" (p. 8). Nicholas (1982) views language to be social and asserts "we are constantly involved in the process of social interaction" (p. 56). This social interaction is possible because of language.

Attitude is an expression of a favorable or unfavorable evaluation of a person, place, thing or event. Allport (1935) defines attitude as "a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual's response to all objects and situations with which it is related" (p. 810). According to Eagly and Chaiken (1993), an attitude is "a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor" (p. 1). Crano and Prislin (2006) view attitudes as "the evaluative judgments that integrate and summarize cognitive/affective reactions" (p. 347). Petty, Wegener & Fabrigar (1997) assert that "attitudes have been defined in a variety of ways, but at the core is the notion of evaluation" (p. 611).

Attitude towards somebody or something plays a crucial role in our life. Katz (1960) outlines four functions of attitudes. They are: adjustment function, ego-defensive function, value-expressive function and knowledge function. The adjustment function directs people toward pleasurable or rewarding objects and away from unpleasant, undesirable ones. The ego-defensive function refers to holding attitudes that protect our self-esteem or that justify actions that make us feel guilty. This function involves psychoanalytic principles where people use defense mechanisms to protect themselves from psychological harm. Some attitudes are important to a person because they express values that are integral to that person's self-concept. Attitudes help to make the world more understandable, predictable, and knowable. Knowing a person's attitude helps us predict his/her behavior. Some attitudes are useful because they help to make the world more understandable.

Attitude refers to the belief, feeling, and intention of a person or a group of persons towards objects, ideas, people, and issues. There are several factors that affect attitude. Some of them are family, social factor, direct direction, peers, prejudices, personal experience, media, culture, educational and religious institutions, physical factors, economic status and occupations, conditioning, social adjustment functions, satisfaction of wants, age and education.

Language attitudes are the feelings people have about their own language varieties or language varieties of others. Language attitudes are the attitudes which speakers of "different languages or language varieties have towards each other's languages or to their own language" (Richards & Schmidt, 2002, p. 297). Attitudes are crucial in language growth or decay, restoration or destruction. From a practical perspective, our language attitudes are important because they affect our behavior. From a theoretical perspective, language attitudes are important because they show how people connect particular aspects of language to social meanings. Many studies on language attitudes have revealed that there is a strong relationship between attitude and achievement (Hough & Piper, 1982; Simpson & Oliver, 1990; Visser, 2008). Attitude is a vital factor that influences language performance (Fakeye, 2010; Visser,

2008). Learners’ attitudes, apart from opinions and beliefs, towards learning strongly affect their learning behaviors and consequently on their performance (Hohenthal, 2003 ; Kara, 2009). They mean to state that learners’ attitudes towards learning strongly affect their learning behaviors. In the simple words, language attitudes may have an effect on second language or foreign language learning. Expressions of positive or negative feelings towards a language may reflect impressions of linguistic difficulty or simplicity.

Learning may be regarded as a process of bringing some relatively enduring changes in the behaviour of the learners through experience and training. Pressey, Robinson and Horrocks (1967) consider learning as “an episode in which a motivated individual attempts to adapt his behaviour so as to succeed in a situation which he perceives as requiring action to attain a goal” (p. 232). Similar concept of learning is expressed by Crow and Crow (1973) who opine that “learning represents progressive changes in behaviour and it makes an individual able to satisfy his interests to attain a goal” (p. 225). Learning is purposeful and goal-oriented. It is a continuous process. Learning is retention of information or skill. Retention implies storage systems, memory and cognitive organization.

Plenty of research studies revealed students’ positive attitudes towards learning English language. The research studies carried out by (Mohd Sallehudin, 1994) with 137 University Kebangsaan Malaysia English non-major undergraduates, (Kaharan, 2007) with 190 eighth grade students of a private primary school in Adana, Turkey, (Chalak & Kassaian, 2010) with 108 English translation major students at Islamic Azad University, Iran, (Yang, 2012) with 20 University Malaya Master students, (Al Mamun, Rahman, Rahman, & Hossain, 2012) with 79 randomly selected non-major English undergraduate students from Khulna University, Bangladesh, (Bobkina & Fernandez de, 2012) with 72 EFL engineering students at the Technical University in Madrid, (Chew, 2013) with 111 students at the University of Malaya, China and (Tahaineh & Daana, 2013) with 184 Jordanian EFL female undergraduates depicted that students had positive attitudes towards learning English.

2. Method and Materials

2.1 Research design

A cross-sectional survey design was used to carry out the study. The researcher collected data to investigate the bachelor first year education Students’ attitude towards learning English from three campuses in Makawanpur District of Nepal at one specific point in time.

2.2 Population / Universe

The population of the study consisted of 277 bachelor first year education students studying at three campuses in Makawanpur District of Nepal in the Academic Year 2018-2019.

Table 1 Population / universe of the study

Students	MMC		HC		HJMC		Total		Total Students
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	
Number of Participated Students	25	84	24	119	3	22	52	225	277

(MMC: Makawanpur Multiple Campus, HC: Hetauda Campus & HJMC: Hatiya Janapriya Multiple Campus)

2.3 Sampling design and sample size

Simple random sampling technique / design, especially the lottery method was used to select 270 students (47 boys and 223 girls) for the study according to the sample size calculator maintaining the margin of error (1 %) and the confidence level (95%) from three campuses in Makawanpur District of Nepal.

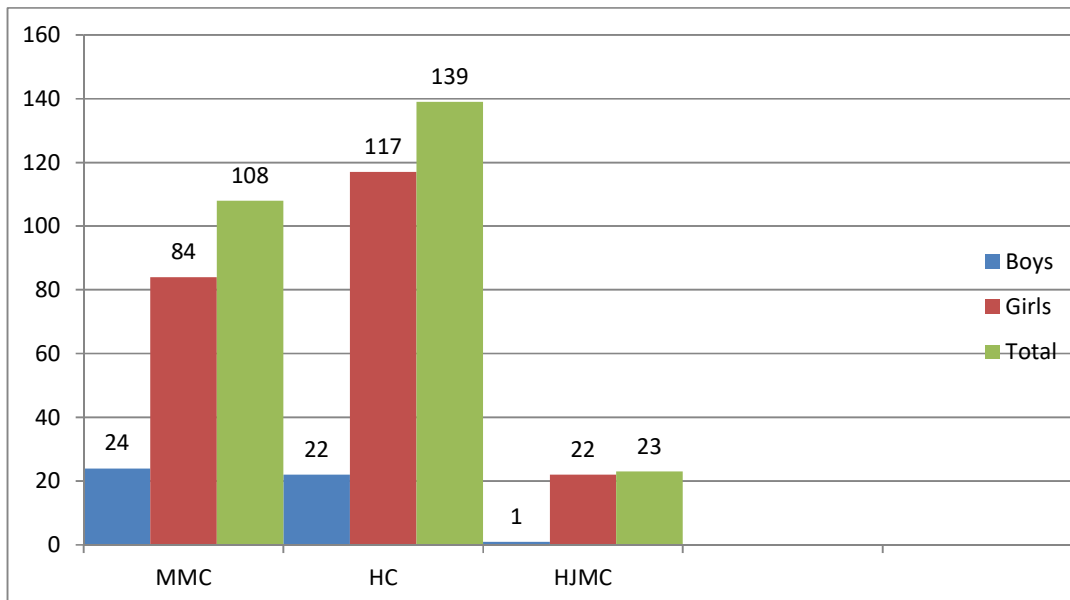


Figure 1 Number of students randomly selected from three campuses

The figure shows that there were 108 students (24 boys and 84 girls) from Makawanpur Multiple Campus, 139 students (22 boys and 117 girls) from Hetauda Campus, 23 students (1 boy and 22 girls) from Hatiya Janapriya Multiple Campus composed the sample size.

2.4 Sample size by campus

Bachelor first year education students studying at three campuses situated in Makawanpur District, Nepal comprised the sample size. Two campuses were situated in the urban area, whereas one campus was located in the rural area.

Table 2 Campuses in Two Areas

S.N.	Campuses in Urban Areas	Campus in Rural Areas
1.	Makawanpur Multiple Campus	1. Hatiya Janapriya Multiple Campus
2.	Hetauda Campus	

2.5 Sample size by religion

People in Nepal primarily celebrate four religions: Hinduism, Buddhism, Christianity and Muslimism, but students from three religious backgrounds were involved in this study, which involved 220 Hindu students, 43 Buddhist students and 7 Christian students. The representation of students by their religion is given in the following pie chart.

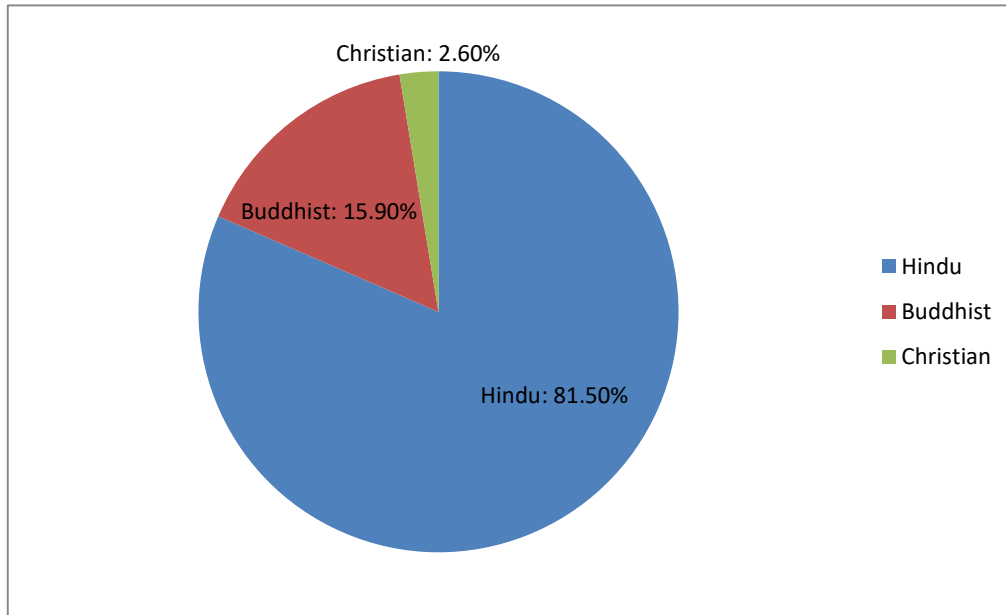


Figure 2 Percent of students by their religion

The figure shows that most of the students who were studying at the three campuses belonged to Hinduism. A very few students were Christians.

2.6 Sample size by age group

The researcher noticed the students with four age groups: 17 years, 18 years, 19 years and 20 years. 69 students were 17 years old, 120 students were 18 years old, 67 students were 19 years old and 14 students were 20 years old. The percent of age groups is presented in the following column chart.

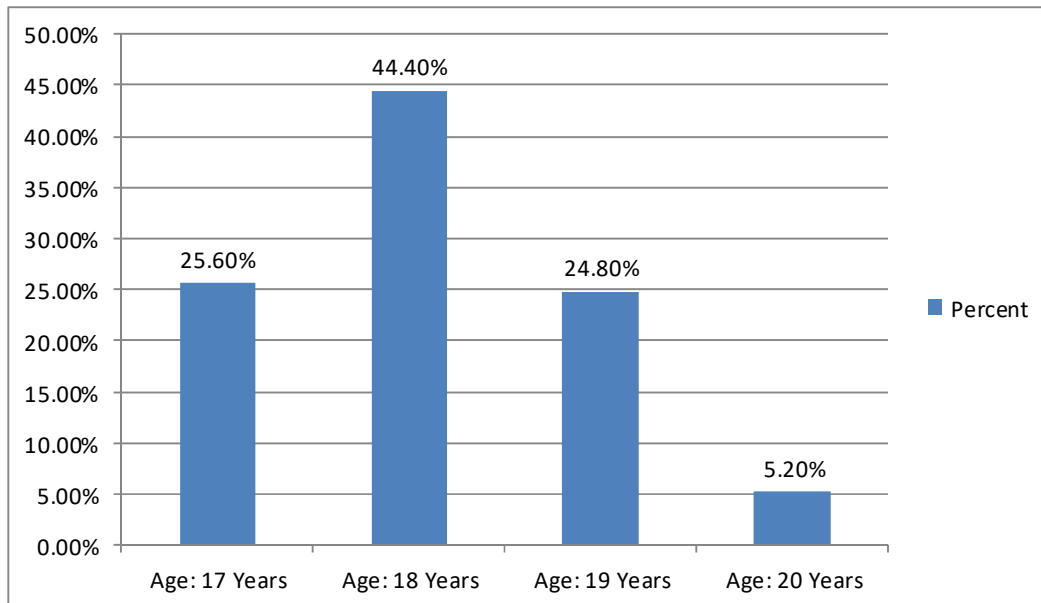


Figure 3 Sample size by age group

There were 47 male students and 223 female students aged between 17- 20 years. The highest age group was 18 years and lowest age group was 20 years.

2.7 Nature and source of data

The researcher employed ordinal scale data. Students’ attitude towards learning English was obtained through the use of five-point Likert scale question items with Strongly

Agree (SA) =5, Agree (A) = 4, Undecided (UD) = 3, Disagree (D) =2 and Strongly Disagree (SD) = 1. The numbers assigned to them indicated only the order of preference. The primary source of data was questionnaire. The secondary source of data included books, journal articles, web-sites etc.

2.8 Data Collection Technique

The modified survey questionnaire was adapted from Gardner's (1985) 'Attitude Motivation Test Battery' (AMTB). The underlying principle of selecting Gardner's AMTB is its established validity and reliability. There were thirty statement items based on attitude. The students were asked to provide their opinions on the statements regarding their attitude towards learning English.

2.9 Validity and reliability of the pilot study

To measure the validity of the instruments before conducting the research study, the researcher received opinions and judgments from subject experts and authorities. Then, the validity of questionnaire was conducted using Pearson Product moment correlations in SPSS, where the score of each item was correlated with the total score. The significant value (2-tailed) was smaller than 0.05 and the Pearson Product moment correlation count value was greater than the corresponding Pearson correlation critical value $|r| > r_c = 0.361$ of each statement item. It can be concluded that each statement item was valid. The reliability of the pilot study questionnaire based on the attitudes of thirty bachelor first year education students' attitude towards learning English was found to be .977 according to the Cronbach's alpha, and it was very highly reliable.

2.10 Validity and reliability of the instruments of the research study

The validity of questionnaire was conducted using Pearson Product moment correlations in SPSS, where the score of each item was correlated with the total score. The significant value (2-tailed) was smaller than 0.05 and the Pearson Product moment correlation count value was greater than the corresponding Pearson correlation critical value $|r| > r_c = 0.119$ of each statement item. It can be concluded that each statement item was valid for the research study. The Cronbach's alpha' was used to check the reliability of the survey instruments. The overall internal consistency estimated 0.972 highlighting the instrument to be highly reliable in measuring students' attitudes towards learning English.

3. Result and Discussion

The researcher designed a series of Likert scale question items to examine attitudes of students towards learning English. Being the ordinal data, it was appropriate to use mode, median and percent to describe the scale. All the data were analyzed by using Statistical Package for Social Sciences (SPSS).

3.1 Calculation of the median

The median is calculated in a way that assumes the 5-point scale to represent a continuous random variable rather than five discrete categories. It means when we calculate the median of all items, it does not always take discrete numbers such as, 1, 2, 3, 4, 5 and so on but the median may occur in points such as 1.5, 2.25, 3.75 and so on. The researcher used the following range of level of agreement for analyzing the result of median score:

1.0-1.49 → Strongly Disagree

1.5-2.49 → Disagree

2.5-3.49 → Undecided

3.5-4.49 → Agree

4.5-5.49 → Strongly Agree

3.2 Formation of research questions

The researcher formed the attitude measuring statement items based on the three components of attitudes. They are affective, behavioral (conative) and cognitive components. The affective component refers to the person's feelings that result from his or her beliefs,

thoughts and ideas about a person, object or situation. The behavioral component of an attitude refers to an intention to behave in a certain way toward someone or something. The cognitive component includes the beliefs an individual has about a certain person, object, or situation.

Table 3 Students' affective attitudes towards learning English

Statements for Measuring Affective Attitudes	Median	Mode	Level of Agreement Based on Median
You enjoy studying English.	5	5	SA
You feel proud while speaking English language.	4	5	A
Studying English subjects makes you feel more confident.	5	5	SA
You find learning English really interesting.	4	4	A
You don't get nervous when you have to answer the questions in your English class.	5	5	SA
You feel happy when you study or learn something new in English.	4	5	A
You feel relaxed whenever you have to speak in English in the English class.	4	5	A
You feel happy and excited to speak in English when you meet people who speak English.	4.5	5	SA
You find English speaking people really impressive.	4	4	A
You are satisfied with your performance in the English subjects.	5	5	SA
Concluding Result	4.25	5	AGREE

This table shows that median and mode of every attitude statement item was greater than 3. The median and mode values indicate the students' positive attitude towards learning English. Moreover, the median score (4.25) of all statement items shows that the students agreed with the statements.

Table 4 Students' behavioral attitudes towards learning English

Statements for Measuring Behavioral Attitudes	Median	Mode	Level of Agreement Based on Median
You would like to speak in English.	4	4	A
You would like to read English books, English magazines, English newspapers etc.	4	4	A
You would like to listen to English news, English songs, English speeches etc.	3	4	UD
You would like to watch English movies and English programs.	4	4	A
You would like to write essays, stories, poems etc. in English.	4	4	A
When you miss the English class, you would ask your friends or teachers to understand the subject matter you missed.	4	4	A
You always do your class work or homework.	4	4	A
You would like to speak in English with English teachers and English speaking people.	3	4	UD
You encourage and help your friends, your younger brothers and sisters to learn English well.	2.5	2	UD
You study and practise well to become similar to the people who speak English.	4	4	A
Concluding Result	4	4	AGREE

This table shows that medians of seven statement items were greater than 3, and the mode of every question was greater than 3 except statement No. 19. Moreover, the median score (4.0) of all statement items shows that the students agreed with the statements.

Table 5 Students' cognitive attitudes towards learning English

Statements for Measuring Cognitive Attitudes	Median	Mode	Level of Agreement Based on Median
When someone speaks English, you think he / she is educated.	4	5	A
When someone speaks English, it creates a good impression for him / her.	4	5	A
English is important because it is an international language of communication and diplomatic affairs.	4.5	5	SA
You think that learning English well will open more job opportunities for You.	4	4	A
Studying English can be important for you because you will need it for your future career advancement.	5	5	SA
English is important to you because it helps you understand the cultures, values, norms and traditions of foreign countries.	4	4	A
Studying English enables you to transfer your knowledge to other people for giving directions, expressing ideas, sharing new information etc.	4	4	A
English is important because most of the books of philosophy, literature, science and technology or technical subjects are written in English.	4	4	A
Knowledge of English language develops confidence in you to understand other subjects as well.	4	4	A
Speaking and writing English correctly and effectively helps you improve your personality.	3	4	UD
Concluding Result	4	4	AGREE

This table shows that medians of statement items except statement item No.30 were greater than 3. Similarly, the mode of every question was also greater than 3. They indicate the students' positive attitude towards learning English. Moreover, the median score (4.0) of all statement items shows that the students agreed with the statements.

3.3 Percent

If the percents of “Agree” and / or “Strongly Agree” are greater than those of “Strongly Disagree”, “Disagree” and “Undecided”, they indicate the positive attitude towards something.

Table 6 Level of affective attitude of statement items with percent

Attitude Level	Q.1	Q.2	Q.3	Q.4	Q.5	Q.6	Q.7	Q.8	Q.9	Q.10
SD (%)	10.0	10.7	1.5	15.6	9.6	10.4	9.6	9.6	10.0	19.6
D (%)	10.7	10.0	5.9	10.7	19.3	3.7	10.7	11.1	10.7	8.9
UD (%)	8.9	10.7	2.2	10.0	2.2	15.9	10.7	10.0	10.0	10.4
A (%)	9.3	29.3	38.9	34.1	10.4	30.7	29.6	19.3	39.6	10.0
SA (%)	61.1	39.3	51.5	29.6	58.5	39.3	39.3	50.0	29.6	51.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

This table shows that shadowed percents of either “Agree” or “Strongly Agree” were greater than those of “Strongly Disagree”, “Disagree” and “Undecided” in the statements. This indicates the students to have the positive attitudes towards learning English.

Table 7 Level of behavioral attitude of statement items with percent

Attitude Level	Q.11	Q.12	Q.13	Q.14	Q.15	Q.16	Q.17	Q.18	Q.19	Q.20
SD (%)	10.7	0	29.6	9.6	9.3	11.1	10.7	10.4	20.0	6.7
D (%)	9.6	25.2	18.5	20.4	1.1	20.0	10.0	24.4	30.0	14.8
UD (%)	20.4	0	8.9	0	19.3	9.6	19.3	20.4	9.6	5.2
A (%)	44.1	63.0	35.6	43.7	63.0	48.5	30.4	31.5	27.8	55.2
SA (%)	15.2	11.9	7.4	26.3	7.4	10.7	29.6	13.3	12.6	18.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

This table shows that shadowed percents of “Agree” were greater than those of “Strongly Disagree”, “Disagree” and “Undecided” in the questions. This indicates the students to have the positive attitudes towards learning English.

Table 8 Level of cognitive attitude of statement items with percent

Attitude Level	Q.21	Q.22	Q.23	Q.24	Q.25	Q.26	Q.27	Q.28	Q.29	Q.30
SD (%)	10.4	9.6	9.6	10.0	19.6	9.6	9.3	11.1	10.7	10.4
D (%)	3.7	10.7	11.1	10.7	8.9	20.4	1.1	20.0	10.0	24.4
UD (%)	15.9	10.7	10.0	10.0	10.4	0	19.3	9.6	19.3	20.4
A (%)	30.7	29.6	19.3	39.6	10.0	43.7	63.0	48.5	30.4	31.5
SA (%)	39.3	39.3	50.0	29.6	51.1	26.3	7.4	10.7	29.6	13.3
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

This table shows that shadowed percents of either “Agree” or “Strongly Agree” were greater than those of “Strongly Disagree”, “Disagree” and “Undecided” in the questions. This indicates that the students had the positive attitudes towards learning English.

3.4 Inferential Analysis of Data and Results

This research study adopted Independent Samples Mann-Whitney U Test and Independent Samples Kruskal-Wallis H Test to perform the inferential analysis of data for hypothesis test.

3.5 The Mann-Whitney U-Test

The Mann-Whitney U test uses the data measured at the ordinal level. This test was employed to determine if there were statistically significant differences between two groups of an independent variable on an ordinal dependent variable. In this study, boy students and girl students (Sex) stood for two independent samples or variables or Groups; whereas the level of agreement functioned as a dependent variable.

Table 9 Test Fields: Level of Agreement & Group: Sex

Hypothesis test summary

Null Hypothesis	Test	Sig.	Decision
The distribution of the level of agreement of the students regarding their attitude towards learning English is the same across categories of sex.	Independent Samples Mann-Whitney U Test	.841	Retain the null hypothesis

Asymptotic significances are displayed. The significance level is .05.

This table shows that the probability figure marked as Sig (2-tailed) in the table was .841 which was larger than 0.05. It implies that the groups of the boys and the girls had the similar level of agreement regarding the attitude towards learning English. It accepts the null hypothesis.

3.6 Kruskal-Wallis H test

The Kruskal-Wallis H Test was used to determine if there were statistically significant differences between more than two groups of an independent variable on an ordinal dependent variable. The researcher took the campus, religion and age groups of the students as groups and the level of agreement as a dependent variable as the test field.

Table 10 Test Fields: Level of Agreement & Group: Campus

Hypothesis test summary

Null Hypothesis	Test	Sig.	Decision
The distribution of the level of agreement of the students regarding their attitude towards learning English is the same across categories of Campus.	Independent Samples Kruskal-Wallis Test	.667	Retain the null hypothesis

Asymptotic significances are displayed. The significance level is .05.

This table shows that the probability figure marked as Sig (2-tailed) in the table was .667 which was larger than 0.05. It implies that the students of three campuses had the similar level of agreement regarding the attitude towards learning English. It accepts the null hypothesis.

Table 11 Test Fields: Level of Agreement & Group: Religion

Hypothesis Test Summary

Null Hypothesis	Test	Sig.	Decision
The distribution of the level of agreement of the students regarding their attitude towards learning English is the same across categories of religion.	Independent Samples Kruskal-Wallis Test	.470	Retain the null hypothesis

Asymptotic significances are displayed. The significance level is .05.

This table shows that the probability figure marked as Sig (2-tailed) in the table was .470 which was larger than 0.05. It implies that the students of three religions had the similar level of agreement regarding the attitude towards learning English. It accepts the null hypothesis.

Table 12 Test Fields: Level of Agreement & Group: Age Group

Hypothesis Test Summary

Null Hypothesis	Test	Sig.	Decision
The distribution of the level of agreement of the students regarding their attitude towards learning English is the same across categories of age group.	Independent Samples Kruskal-Wallis Test	.753	Retain the null hypothesis

Asymptotic significances are displayed. The significance level is .05.

This table shows that the probability figure marked as Sig (2-tailed) in the table was .753 which was larger than 0.05. It implies that the students of four age groups had the similar level of agreement concerning the attitude towards learning English. It accepts the null hypothesis.

4. Conclusions and Recommendation

The following findings and conclusions have been drawn through the analysis of data.

4.1 Findings

Median and mode scores of most of statement items were greater than 3. They show that students had positive affective, behavioral and cognitive attitudes toward learning English. The percents of either “Agree” or “Strongly Agree” of statement items were higher than those of “Undecided”, “Disagree” and “Strongly Disagree”. It also shows the students’ positive attitude towards learning English. The overall median score of the statement items

was 4. This indicates that the students agreed with the statements. The Mann-Whitney U Test shows that the distribution of the level of agreement regarding the attitude towards learning English was the same across categories of sex (Sig. =.841). Similarly, the Kruskal-Wallis H Test shows that the distribution of the level of agreement pertaining to the attitude towards learning English the same across categories of Campus (Sig.=.906), across categories of Religion (Sig.=.470), and across categories of age group (Sig. =.753). The results of the Mann-Whitney U test and the Kruskal-Wallis H test show the rejection of the null hypotheses, because the significance level (Sig.-2-tailed) values are greater than 0.05. **5.2**

4.2 Conclusion

Students' attitude towards learning English is positive because they have realized the importance of English for their academic as well as communicative purposes. They remark that learning English can be important for them because they will need it for their future career advancement. Therefore, they like to read English books, English magazines, English newspapers etc. They have realized that English is important because it is an international language of communication and diplomatic affairs. The research study concludes that the bachelor first year education students regardless of sex, campus, religion and age group had a positive attitude "Agree" towards learning English.

5. Acknowledgements

I am deeply indebted to the University Grants Commission, Sanothimi, Bhaktapur, Nepal, for accepting my research proposal to carry out a small research under its grants in the education cluster in the academic year 2018-2019. I would like to express my heartfelt gratitude to Dr. Shankar Prasad Upadhyaya, Dr. Ram Prasad Adhikari and Dr. Yam Bahadur Silwal of Makawanpur Multiple Campus, Hetauda for their suggestions and cooperation in this research work. My thankfulness goes to the campus chiefs of the related campuses for providing me with their students. I would also like to thank all the students who were involved in my research work. I would always remember them for their active participation, cordial behaviour, cooperative spirits and their genuine response to the statement items regarding their attitude towards learning English.

6. References

- Al Mamun, S.A., Rahman, A.R.M.M., Rahman, A.R.M.R., & Hossain, M.A. (2012). Students' attitudes towards English: The case of life science school of Khulna University. *International Review of Social Sciences and Humanities*, 3(1), 200-209.
- Allport, G. W. (1935). *Attitudes* (C. A. Murchison (Ed.), A handbook of social psychology ed.). Worcester, MA: Clark University.
- Bista, K. (2011). Teaching English as a foreign/second language in Nepal: Past and present. *English for Specific Purposes World*, 11(32), 1-9.
- Bobkina, J., & Fernandez de, M.C.D. (2012). Motivation and attitudes towards learning English: A study of engineering undergraduates at the technical university of Madrid <http://library.iated.org/view/BOBKINA2012M>. *ICERI2012 Proceedings*, 4492-4501. Retrieved from <http://library.iated.org/view/BOBKINA2012M>
- Chalak, A., & Kassaian, Z. (2010). Motivation and attitudes of Iranian undergraduate EFL students towards learning English. *Journal of Language Studies* 37, 10(2), 37-56. Retrieved from <http://ejournals.ukm.my/gema/article/view/108/99>
- Chew, F. (2013). Language attitudes of university students in China. *Language Learning*, 68(16), 89-97. doi:DOI: 10.7763/IPEDR
- Crano, W. D., & Prislin, R. (2006). Attitudes and persuasion. *Annual Review of Psychology*. *Annual Review of Psychology*, 57, 345 – 374.
- Crow, L., & Crow, A. (1973). *Educational psychology*. New Delhi: Eurasia Publishing House.

- Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Orlando: Harcourt Brace Jovanovich College Publishers.
- Fakeye, D. (2010). Students' personal variables as correlates of academic achievement in English as a second language in Nigeria. *Journal of Social Sciences*, 22(3), 205-211.
- Hohenthal, A. (2003). English in India: Loyalty and attitudes. *Language in India*, 3, 1-107.
- Hough, L.W. , & Piper, M.K. (1882). The relationship between attitudes towards science and science achievement. *Journal of Research in Science Teaching*, 19(1), 33-38.
- Kaharan, F. (2007). Language attitudes of Turkish students towards the English language and its use in Turkish context. *Journal of Arts and Sciences*. *Journal of Arts and Sciences*, 73-87.
- Kara, A. (2009). The effect of a learning theories unit on students' attitudes towards learning. *Australian Journal of Teacher Education*, 34(3), 100-113.
- Katz, D. (1960). The functional approach to the study of attitudes. *Public Opinion Quarterly*, 24, 163-204.
- Mohd Sallehudin, A. (1994). Attitude towards English: A Survey of UKM undergraduates http://www.ukm.my/penerbit/akademika/jakad_44-05-pdf. *Akademika*, 44, 85-99. Retrieved from http://www.ukm.my/penerbit/akademika/jakad_44-05-pdf
- Nicholas, H. (1982). *A history of foreign word in English*. London: Oxford University Press.
- Petty, R. E., Wegener, D. T., & Fabrigar, L. R. (1997). Attitudes and attitude change. *Annual Review of Psychology*, 48, 609 – 647.
- Pressey, S. L., Robinson, F., & Horrocks, J. (1967). *Psychology in education*. New Delhi: University Book Stall.
- Richards, J., & Schmidt, R. (2002). *Longman dictionary of language teaching and applied linguistics* (3rd ed.). London: Pearson Education Limited.
- Sapir, E. (1921). *Language*. Haecourt: Brace and World.
- Shrestha, P. (2003). *ELT, ESP & EAP in Nepal: Whose interests are served?* . (M. e. Krzanowski, Ed.) Canterbury: IATEFL (ESP SIG).
- Shrestha, R. (1983). English as a second language/English as a foreign language distinction: Its pedagogy and the Nepalese context. *Contributions to Nepalese Studies*, 11(1), 45-59.
- Simpson, R.D., & Oliver, J.S. (1990). A summary of major influences on attitude towards and achievement in science among adolescent students. *Science Education*, 74, 1-18.
- Tahaineh, Y., & Daana, H. (2013). Jordanian undergraduates' motivations and attitudes towards learning English in EFL context http://www.irssh.com/yahoo_site_admin. *International Review of Social Sciences and Humanities*, 4(2), 159-180. Retrieved from http://www.irssh.com/yahoo_site_admin/assets/docs/15_IRSSH-433-V4N2.44203943.pdf
- Visser, M. (2008). Learning under conditions of hierarchy and discipline: The case of the German Army (1939- 1940) . *Learning Inquiry*, 2, 127-137. doi:doi.org/10.1007/s11519-008-0031-7
- Yang, X. (2012). Attitude and motivation in L2 learning among UM master students. *International Journal of Management and Sustainability*, 1(1), 13-22. Retrieved from <http://www.pakinsight.com/pdffiles/ijms%20pp.13-22.pdf>