



ATTITUDE OF THE STUDENTS TOWARDS LANGUAGE LEARNING (TENYIDIE) AT SECONDARY LEVEL IN KOHIMA TOWN

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Abstract

The present study aimed to know the attitude of students towards learning Tenyidie Language at the secondary school level in Kohima Town. The sample of the study consisted of 185 students selected through stratified random sampling out of 336 taking Tenyidie from 11 private schools and 2 government schools. The tool used to collect data was, "Attitude of Students towards Language Learning (Tenyidie) at Secondary Level in Kohima Town," based on the research works done by A. Radhika, Mukala Nimish and N. Badhri, where an initial pool of 50 items was generated and 50 statements were adapted constructed by the researcher to make it more relevant to the local context. The study found majority of the students show positive attitude towards Language Learning (Tenyidie). Further, no significant difference in the attitude of the students towards learning Tenyidie Language based on gender and type of school.

Keyword: Attitude, Language learning, Tenyidie, secondary school, gender, type of management

INTRODUCTION

Language is a fundamental key to learning. It enables individuals to communicate, express ideas, emotions and thoughts and engage meaningfully with others. Language learning is broadly understood as the development of the ability to communicate in a second or foreign language. It encompasses various programs and activities designed not only to teach the language but also to integrate related subjects such as history, politics and culture. Language learning involves acquiring and developing skills in listening, speaking, reading, writing, viewing and representing. It enables effective communication through verbal symbols, which engages both conscious and subconscious processes, drawing from prior knowledge, social interaction and exposure to language rich environment to build fluency and competence. And learning in one's mother tongue helps students grasp the foundational skills of communication- often referred to as the 3Rs- by teaching them to recognize, articulate and encode sounds, rhythms and intonations.

Tenyidie is the language spoken by the Tenyimia group consisting of Angami, Chakhesang, Rengma, Zeliangrong, Mao, Poumai, Memai and Pochuri. It is a Tibeto- Burman language of the Bodo- Naga sub- group. It was in the 19th century that the American missionaries introduced the Tenyidie language in Roman script for educational and practical

purposes. During the initial stages it was taught at the preprimary to elementary level. It was only in 1963 that the Board of Secondary Education Assam recognized Tenyidie as one of the Modern Indian Languages (MIL), after that in 1988 it was introduced as Pre- University and under graduate courses under NEHU. In 1990, Tenyidie was further introduced in B.A Honours and later on, it was introduced in Nagaland University at M.A. and Ph.D. levels. Tenyidie hold a special status as one of the major indigenous languages taught in many government and private secondary schools. However, the growing dominance of English and Hindi often overshadow the importance of Tenyidie. Therefore, it is essential to understand how students perceive the learning of Tenyidie at the secondary level as their attitudes can significantly influence their motivation and participation. A clearer understanding of students' perspectives will aid in promoting more effective language learning.

This study aimed to emphasize the importance of teaching mother tongue, particularly Tenyidie as it can enhance children's cognitive development, communication skills, freedom of expression, self- confidence and critical thinking. In a multi-lingual country like India, promoting mother tongue education fosters cultural diversity and inclusivity. By recognizing these benefits, teachers and policy makers can create an equitable learning environment that supports the teaching of mother tongue in schools around Kohima, ultimately benefiting the students and preserving linguistic heritage.

Language is not only a medium of communication but is also a vital carrier of culture, tradition and identity. **Badhri(2018)** in his study on Attitude of students of Government schools towards the English language explored how students in government schools perceive and respond to language learning and also examines their interests, motivation and challenges. This study stated that students in government schools have a positive attitude towards language learning but there are certain challenges like lack of resources and effective teaching methods. **Diba & Priyadharshini (2023)** conducted an international level survey about the significance of mother tongue. In their survey 70 students from 32 countries, the researchers found mother tongue education being most helpful in better understanding and enhancement of deeper abilities of expression. The study found that along with the mother tongue learning, learning an additional language was seen as beneficial from a global perspective. **Nimisha Mukala (2022)** explained how positive attitude can enhance learning motivation and performance, while negative attitudes may hinder positivity when it comes to language learning. She emphasizes that engaging and student centered teaching for language learning should be encouraged.

In the case of Nagaland, Tenyidie occupies a unique position that it is one of the major indigenous languages taught as a subject in many government and private secondary schools in Kohima, Dimapur and Phek districts. However, the dominance of English and Hindi often overshadow the importance of indigenous languages. In recent times, there is a pressing need to understand how students perceive the learning of Tenyidie at the secondary level as it will determine the future and relevance of the Tenyidie and identifying whether the students view Tenyidie positively or negatively is crucial for improving teaching- learning practices and curriculum design. Since, attitudes influence motivation, participation and achievement, an understanding of the students' perspectives is needed to support language learning more effectively.

This study is significant as it gives students a platform to share their views on learning Tenyidie, helping teachers and policy makers improve indigenous language education in line

with NEP 2020. It also supports cultural preservation by promoting Tenyidie as a symbol of identity among the younger generation in Kohima and serves as a useful reference for future research on multilingual and indigenous language education in Nagaland.

OBJECTIVE OF THE STUDY

1. To examine the attitudes of students towards language learning
2. To analyze the attitude of male and female students in language learning (Tenyidie).
3. To analyze the attitude of government and private students in language learning (Tenyidie).

HYPOTHESIS

1. There is no significant difference between male and female students in language learning (Tenyidie).
2. There is no significant difference between government and private schools in language learning (Tenyidie)

METHODS AND MATERIALS: The study adopted descriptive research method is used. The population of the study consisted of all the students taking Tenyidie at the secondary level schools in Kohima. The sample of the study consisted of 185 students selected through stratified random sampling out of 336 taking Tenyidie from 11 private schools and 2 government schools.

TOOLS AND TECHNIQUES:

The questionnaire of this study “Attitude of Students towards Language Learning (Tenyidie) at Secondary Level in Kohima Town,” was framed based on the research works done by A.Radhika, MukalaNimish andN. Badhri.Based on this dissertation, an initial pool of 50 items wasgenerated and 50 statements were adapted constructed by the researcher to make it more relevant to the local context. The selection and modification of the statements were done four times by consulting with the supervisor and from 100 items it was reduced to 50 items to reflect the student’s attitudes regarding the learning of Tenyidie language. Care was taken to frame the questions in simple, age- appropriate language suitable for secondary school students. Both positive and negative worded items were included to reduce response bias. A five point Likert –Scale was selected as the response format, they are: - Strongly Agree, Agree, Undecided and Strongly Disagree.To ensure content validity, the draft questionnaire was given to 3 (three) Tenyidie subject experts, 5 teachers teaching the Tenyidie subject at secondary level and the research supervisorinorder to make sure that the statements were sufficient and appropriate to be used for the research approach.After taking their valuable feedbacks and suggestions the final draft was made with 40 items and the attitude scale was named as“**Attitude of Students towards Language Learning (Tenyidie) at Secondary Level in Kohima Town.**”

Data collected was analyzed using statistical techniques such as percentage, mean, S.D. and T-test.

ANALYSIS AND INTERPRETATION OF DATA

Objective 1: To find out the Attitude of the students towards language learning (Tenyidie)

Table1: Attitude of the students towards language learning (Tenyidie)

Government and Private students	Percentage %
Strongly Agree (SA)	19.30 %
Agree (A)	41.69%
Undecided (U)	24.95%
Disagree (D)	11.85%
Strongly Disagree	2.22%
Total	100%

Table 1 shows the number and percentage of the respondents' attitude towards language learning. It shows that 19.30 % of the students Strongly Agreed with the various Language Learning (Tenyidie) Attitude Statements, 41.69 % Agreed with the Statements whereas 24.95 % are undecided. However, 11.84 % Disagree with the various Language Learning (Tenyidie) Attitude Statements and 2.22 % Strongly Disagreed. This implied that 60.99% of the students Agreed with the Language Learning (Tenyidie) Attitude Statements while 14.07% Disagreed with the statements and only 24.95% remain Undecided. These statistics indicates that majority of the students show positive attitude towards Language Learning (Tenyidie).

Table 2: Level of Attitude of Private Students towards Language Learning (Tenyidie)

Level	Range of Scores	Number	Percentage
High Level	161- 200	20	18.69
Average Level	121- 160	83	77.57
Low Level	40- 120	4	3.74
Total		107	100%

Table 2 shows the level of Attitude of Private Students towards Language Learning. From the above table it is seen that the percentage of the Average Level of students Attitude towards Language Learning is 77.57%, whereas the percentage of High Level is 18.69% while the percentage of Low Level is 3.74%. Majority of the students have Average level of Attitude towards Language Learning. The percentage of students with low level of Attitude towards Language Learning is the lowest.

Table3: Level of Attitude of Government Students towards Language Learning (Tenyidie)

Level	Range of Scores	Number	Percentage
High Level	161- 200	7	8.97
Average Level	121- 160	66	84.62
Low Level	40- 120	5	6.41
Total		78	100%

Table 3 shows the level of Attitude of Private Students towards Language Learning. From the above table it is seen that the percentage of the Average Level of students Attitude towards Language Learning is 84.62%, whereas the percentage of High Level is 8.97% while the percentage of Low Level is 6.41%. Majority of the students have Average level of Attitude towards Language Learning. The percentage of students with low level of Attitude towards Language Learning is the lowest.

Objective 2: To examine the Attitude of Female and Male students towards Language Learning (Tenyidie)**Table 4: Showing the N, M and SD of students Attitude towards Language Learning (Tenyidie)**

Category	Number	Mean	Standard Deviation
Female (Government & Private)	108	145.45	15.1765
Male (Government & Private)	77	145.81	13.8184

Table 4 shows that the total number of Female students is 108, the Mean score is 145.45 and the Standard Deviation is 15.1765. Whereas, the total number of Male students is 77, the Mean score is 145.81 and the Standard Deviation is 13.8184. Mean score of Male is slightly higher than the Mean score of Female, while the Standard Deviation of Females is slightly higher than the Male. This shows that there is more consistency in the scores of Females than that of Male.

Hypothesis 1: There is no significant difference between Female and Male students towards language learning (Tenyidie)**Table 5: Table showing N, M and SD of Female and Male students towards language learning (Tenyidie)**

Category	Number	Mean	Standard Deviation	T- Test	Remarks
Female	108	145.45	15.1765	0.8722	No
Male	77	145.81	13.8184		significant difference

***0.05 level**

Table 5 shows that the Mean score of the Attitude of Female students language learning is 145.45 while that of the Male students is 145.91. The Standard Deviation for Female students is 15.1765 while for Male students is 13.8184. While the differences in Means for tested for significance the calculated t- value (0.8722) was found to be less than the tabulated t- value (1.96) at the 0.05 level of significance. Hence, the null hypothesis is accepted, indicating that there is no significance difference between the Female and Male students in their Attitude towards language learning. This implies that both the Female and Male students have similar attitudes toward language learning.

Objective III: To study the Attitude of Government and Private students towards language learning (Tenyidie)**Hypothesis II: There is no significant difference between Government and Private students towards language learning (Tenyidie)****Table 6: Showing Number, Mean, Standard Deviation of Government and Private students towards language learning (Tenyidie)**

Category	Number	Mean	Standard Deviation	T- Test	Remarks
Government	78	143.24	14.69	0.0605	No
Private	108	147.32	14.34		significant difference

***0.05 level**

It is evident from Table 6 that the Mean score of the Attitude of Government students towards language learning is 143.24 while that of the Private students is 147.32. The Standard Deviation for Government students is 14.69 while for the Private students is 14.34. When the differences in Means were tested for significance the calculated t- value (0.0605) was found to be less than the tabulated t- value (1.96) at the 0.05 level of significance. Hence, the null hypothesis is accepted, showing that there is no significant difference between Government and Private students in their Attitude towards language learning. This implies that both groups have almost the same Attitude towards language learning.

DISCUSSIONS OF THE FINDINGS

This Study investigated the attitude of the students towards language learning (Tenyidie) at Secondary Level in Kohima Town. The study revealed that both female and male students have similar views and attitude towards language learning (Tenyidie). This showcases that modern classroom environments provide equal learning opportunities and exposure to both genders. This study is supported by the studies carried out by Baluni and Nasa (2019) and Khedar and Ruobahia (2023) stating that gender does not influence the students attitudes towards language learning.

The present study states that Type of schools does not influence the students' attitude towards language learning (Tenyidie), there is similar attitude of the government and private school students towards language learning (Tenyidie). Both type of schools demonstrated comparable levels of interest, awareness and positive perception of language learning. The studies carried out by Vukosi et al.(2021) and Gabejan (2022) also supports the above hypothesis that type of school does not affect language learning.

The findings of this study hold significant importance for educators, administrators, curriculum planners and policy makers who aim to promote effective language learning among students. The finding that both genders have a similar attitude towards language learning shows the growing equality and inclusivity within the educational system, suggesting that opportunities for language learning are being accessed and valued equally by both genders, reflecting positive progress towards gender- neutral education. And in regard to the absence of difference between the government and private school students it indicates that school type does not determine students' motivation or attitude towards language learning. This finding reflects the increasing standardization and quality of language learning across educational institutions particularly when government schools are often assumed to lag behind.

SUGGESTIONS

Based on the findings and discussions of this study some suggestions can be made for educators, institutions and policy makers to further strengthen language learning and maintain positive attitudes among students.

1. Teachers should employ activity- based, communicative and learner centered approaches to make language learning more engaging. Group discussions, role plays and debates can enhance motivation and develop positive attitude towards language learning.
2. Since there is no significant difference between female and male students or between government and private schools, it is important to sustain equal access and encouragement for all learners. Teachers and administrators should ensure that both genders receive equal participation, encouragement and classroom support in language learning activities.

3. Schools should encourage parents and communities to support language learning at home and in social settings. Reading habits and positive reinforcement can greatly influence students' motivation.
4. Schools should organize cultural programs, storytelling competitions, poetry recitations and drama performances to promote enthusiasm and help students connect with their roots and traditions.
5. The curriculum should be regularly reviewed to include modern themes and relatable content that link traditional literature like *Neteya*, *Ūca 53* and *Diesouko* with current contexts and student interests.
6. Teachers should provide regular feedback on students' assignments and encourage them through positive reinforcement, helping them identify areas for improvement.
7. Parents should be encouraged to support their children's learning by promoting the use of Tenyidie at home and showing pride in their language and culture.
8. Students should be motivated to use Tenyidie in conversation at home and in school to build confidence in both spoken and written forms of the language.
9. Teachers should play a crucial role in shaping students' attitudes by undergoing training programs and workshops to update their pedagogical skills as a well-trained and motivated teacher can foster a more positive learning environment.

EDUCATIONAL IMPLICATIONS

The findings of the present study will serve as useful data for educators, curriculum designers and policy makers in understanding students' attitudes towards language learning particularly Tenyidie at the Secondary level. Education aims not only at academic achievement but also at nurturing cultural identity, communication skills and appreciation for one's mother tongue. Therefore the results of the study have several important educational implications.

Schools can implement policies and practices that promote positive attitudes towards Tenyidie learning such as creating interactive classrooms, organizing cultural and literary events. These practices can make the subject more enjoyable and relatable to the students.

Teacher education programs can be designed to equip language teachers with innovative teaching strategies that foster student engagement, creativity and confidence in using Tenyidie. Continuous professional development and workshops focusing on student-centered methods can enhance teacher's effectiveness and enthusiasm in promote language learning.

Educational institutions can ensure adequate learning materials and resources for Tenyidie instruction including textbooks, magazines and novels. Access to rich and varied materials will help students improve their reading, writing and speaking skills while deepening their cultural understanding.

Administrators and policy makers can work towards strengthening the status of Tenyidie as a core subject by providing proper support and recognition. Encouraging the use of Tenyidie in school activities, assemblies and local competitions can reinforce its practical and cultural value.

Furthermore, schools can establish collaborative partnership with parents and communities to encourage the use of Tenyidie outside the classroom. Such involvement can promote a holistic environment where students can practice and appreciate their mother tongue in their daily life.

At a broader level, the findings can guide future educational reforms and policy decisions aimed at preserving and promoting indigenous languages in Nagaland. By understanding

students' attitudes and learning needs, educational institutions can develop strategies that enhance both language proficiency and cultural pride, thereby, contributing to the overall quality of education.

CONCLUSION

Thus, on the basis of the facts and figures gathered through the survey and analysis of the data, the following conclusions are drawn. In today's educational context, language learning is not merely about communication but also about preserving cultural identity and heritage. The teaching of Tenyidie, therefore, carries immense importance in maintaining linguistic diversity and nurturing a sense of belonging among the Tenyimia students. Teachers play a vital role in this process by creating learning environments that are both meaningful and culturally rooted. Enhanced teaching approaches that blend traditional and modern learning experiences can help students to develop fluency, creativity and confidence in their mother tongue. Understanding students' attitude and factors influencing them, educators, curriculum planners and policy makers can design more effective programs that promote language learning, cultural pride and academic excellence. Such initiatives will not only help in preserving the Tenyidie language but also contribute to the overall educational and cultural development of the community.

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