

Academic Achievement in Hindi Language of Primary School Students in relation to their Gender and Type of School

Dr. Richa Sharma

Associate Professor, Dev Samaj College of Education, Chandigarh (India)

ARTICLE DETAILS

Article History

Published Online: 10 June 2019

Keywords

Hindi, Achievement, Listening, Speaking, Reading, Writing.

*Corresponding Author

Email: richachhibbar[at]gmail.com

ABSTRACT

The present study investigates the achievement of students in different skills of Hindi language in relation to gender and locality of the school. 3470 Primary school students' of class V (1747 Boys and 1723 Girls) studying in 36 Government Schools (Model and Non-Model) in Chandigarh U.T. have been taken as a parameter of achievement. One on one testing of reading and speaking skills of the students were tested. A test booklet consisting multiple choice and descriptive test items was developed and standardized by the investigator with an objective to measure language learning outcomes such as textual knowledge, speaking, listening, reading and writing skills of students. Findings indicate significant difference in mean scores in reading, writing and speaking skills in Hindi between girls and boys. Also students of Model schools were found to be better in reading, writing, listening and speaking skills of Hindi as well as knowledge and understanding of their textbook than their counterparts in Non-Model schools.

1. Introduction

In the present scenario, high achievement is being considered as the primary goal of education. Achievement includes enhancement, self-actualization, and self-improvement. It involves all those behavioral changes that take place in the individual as an outcome of his or her varied learning experiences. It inspires the students to work hard and to learn more. Moreover, it helps the teachers to know outcomes and effectiveness of their teaching methods and also to bring improvement accordingly. We often come across students from the same age group, same class, having similar potential abilities but they usually differ in their academic achievement. It is actually based on the competencies of the students in the particular subjects.

Language is a powerful source that shapes the thinking, imagination and creativity of a child. Language development plays a vital role in the development of mental abilities as well as in the process of concept formation. Thus, Language is a tool that has to be used effectively in order to achieve desired learning goals and provides a platform for social communication. It is the best source that can be utilized by the teachers to shape and develop the personality of a child. It also provides them an opportunity to think and reason out. Good knowledge of language skills like speaking, listening, reading and writing creates self respect, self confidence and self realization which leads to success in career and adjustment in life. Language is an effective medium to have a connection with people and to create sense of our experiences. Parents and teachers shape a child's language to reflect the ethics, values and experiences of the family and the community to which they belong to. It is up to the parents and teachers to create an environment for child to acquire the complexities to language. The language skills that a child learns in his early life will lay the foundation stone of his communication abilities. Education planners should focus on incorporating all four skill areas while deciding the learning objectives and learning outcomes. When a child receives formal instruction in his first

language in primary school and gradually transit to learning of the second language, he will learn it quickly and will soon be emerge as a fully bilingual learner. The National Curriculum Framework-2005 (NCF 2005) lays stress on mother tongue as a medium of learning and instruction in the primary classes. Vasava (2006) in her study on problems faced by primary teachers to teach Hindi in Gujarati schools of Baroda city found that the mother tongue Gujarati had a great impact on teachers in teaching of Hindi in Gujarati medium school and most of teachers make use of only translation method. They do not use any other instructional material. Majority of them face difficulty while teaching poetry. Modaka (2009) in his study on "Effect of distributed and masses practices of vocabulary aspects embedded in a response card activity on actuation, generalization and maintenance of vocabulary knowledge", found that the mother tongue (Gujarati) had a great impact on teachers teaching Hindi in Gujarati medium schools and they face many difficulties during classroom interaction. Most of the teachers do not use black boards to facilitate their teaching.

Patel (2013), while studying the present position of Hindi education in the of Bharuch district at primary level found that many students had got problems in pronunciation of Hindi language. Teachers did not use reference books either. Moreover, lack of vocabulary in the subject of Hindi was also there. Also they had no speed in writing Hindi. Rahul (2012) in his study on status of teaching of Hindi in Vadodara city at secondary level found that Hindi students make mistakes while reading in pronunciation and proper stress and intonation of words. While writing, students make mistakes such as full stop, coma etc.

2. Emergence of the Problem

In the present modern and techno savvy life, the roots of our national language Hindi are becoming weaker day by day because of irrepressible factors. This has been considered as a tremendous barrier for students seeking to learn Hindi

language skills. From a very early stage children are made to learn English due to the high regard and status given to it by the society. Hindi being our national language is mother tongue of all most half of the population of India that ensures the protection of traditions and customs of India. In English medium schools (model schools), where English is being taught as a first language, Hindi is being learned as a second or third language. Unfortunately those students who have English as their first language find it difficult to learn Hindi. Despite being our National language, the students are not well equipped with the skills of Hindi language. With regards to this, respective stakeholders should make more effort to ensure that the new generation has a good command of Hindi language and its skills such as listening, speaking, reading and writing. This will enable them to attain quality education and help the roots of our national language to grow strong so that the evergreen tree of our rich culture, heritage and society can bloom up. Subramani (2000), while explaining the importance of mother tongue states that "it is very important that the mother tongue be given encouragement. Otherwise, children might not respect their own parents, family and community". Goundar (2016), states that "it is often observed that due to the concept of high prestige and low prestige, people find that those who speak less of their mother tongue and more of English are considered more intellectual". Review of related literature has also suggested that school student's achievement at learning of Hindi is affected by different factors. Thus, the investigator found it worthwhile to test the achievement of students in different skills of Hindi in relation to gender and Type of the school. The factors of gender and Type of school are closely related to the achievement of Hindi.

3. Objectives

1. To compare the boys and girls of class V with regard to reading, writing, speaking, listening skills in Hindi as well as knowledge and understanding of Hindi textbook.
2. To compare the class V students from model and non-model with regard to reading, writing, speaking,

listening skills in Hindi as well as knowledge and understanding of Hindi textbook.

4. Hypotheses

1. There is no significant difference between the boys and girls of class V with regard to reading, writing, speaking, listening skills in Hindi as well as knowledge and understanding of Hindi textbook.
2. There is no significant difference between class V students from model and non-model schools with regard to reading, writing, speaking, listening skills in Hindi as well as knowledge and understanding of Hindi textbook.

5. Method

In the present study descriptive method of research was employed.

6. Sample

The study was conducted on all the 2935 Primary school students' of class V (1747 Boys and 1723 Girls) studying in 36 Government Schools selected randomly from urban and rural areas of Chandigarh U.T.

7. Tools Used

1. A test booklet consisting of multiple choice type and descriptive test items was developed and standardized.
2. One on one testing of Reading skills of the students were done by asking the students to read a paragraph.
3. The speaking skills of students were also tested by asking general questions from them individually.

8. Statistical Analyses

The obtained data was analyzed by employing t-test.

9. Results and Discussion

Table 1: Difference in Mean Scores of Hindi between the Boys and Girls of Class V in Government schools

Subject	Gender	N	Mean	S.D	t value	Level of Significance
Hindi Text Book	Boys	1747	4.81	2.51	0.84	Not Significant
	Girls	1723	4.88	2.50		
Hindi Speaking Skills	Boys	1747	1.78	1.24	2.01	.05
	Girls	1723	1.86	1.25		
Hindi Reading Skills	Boys	1747	2.19	1.20	2.90	0.01
	Girls	1723	2.31	1.18		
Hindi Writing Skills	Boys	1747	1.25	1.13	5.00	0.01
	Girls	1723	1.47	1.24		
Hindi Listening Skills	Boys	1747	2.87	1.30	0.40	Not Significant
	Girls	1723	2.89	1.42		

Table 1 shows that the Mean score in Hindi text book knowledge of the boys of Class-V was 4.81 and that of the girls was 4.88. The difference between the Mean values of boys and girls was not statistically significant, this indicates the fact that both boys and girls are equal in their performance in Hindi

text book knowledge. There existed significant difference in achievement level at 0.05 level of significance in speaking skills in Hindi of boys and girls. The mean Girls scored higher mean (1.86) was higher than the mean score of boys (1.78). Table 1 also shows significant difference in achievement level

in reading skill in Hindi between boys and girls. It was revealed that the mean score of girls (2.31) is higher than the boys

(2.19) in reading skills in Hindi.

Table 2: Difference in Mean Scores in Hindi between the Model and Non Model Government schools

Subject	Area	N	Mean	S.D	t value	Level of Significance
Hindi Text Book	Model	1308	5.32	2.38	8.89	0.01
	Non Model	2162	4.55	2.54		
Hindi Listening	Model	1308	3.22	1.24	11.03	0.01
	Non Model	2162	2.68	1.50		
Hindi Speaking	Model	1308	2.80	1.29	9.64	0.01
	Non Model	2162	1.66	1.19		
Hindi Reading	Model	1308	2.44	1.20	7.35	0.01
	Non Model	2162	2.13	1.17		
Hindi Writing	Model	1308	1.48	1.34	4.55	0.01
	Non Model	2162	1.28	1.23		

The mean scores in Hindi text book knowledge of the Model and Non-Model schools students were 5.32 and 4.55 respectively. The t-test result (Table 2) indicates that the Model school students performed better than the Non-Model schools students in Hindi language and significant difference in achievement in listening skills of Hindi between students of model and non-model schools was found. This showed that the mean scores of model schools (3.22) are higher on listening scale as compared to students from non-model schools (2.68). The findings showed that type of school has considerable effect on listening skills of students in the field of Hindi language. Table 2 shows significant difference in Mean score in speaking skills of Hindi of students in model and non-model schools of Chandigarh. The mean scores of students in non-model schools (1.66) were significantly lower than the model school students (2.08). The findings presented above shows that the model school students exhibited higher performance in speaking skill in Hindi in comparison to the non-model school students. In other words, the findings indicated that non-model school students lag behind as compared to model school students as far as speaking skills in Hindi is concerned. The mean scores of model and non-model schools students in reading skill of Hindi were 2.44 and 2.13 respectively. Table 2 shows that there existed significant difference in Mean Scores in reading skills of Hindi. In other words, performance or achievement level of model schools was higher than the students of non-model schools in reading

skills of Hindi. Significant difference was found in mean scores in writing skills of students from model and non-model schools. Means scores of both the groups are given in Table 2 which indicated that students of model schools showed higher mean score (1.48) as compared to students of non-model schools (1.28).

10. Conclusion and Implications of the Study

It can be concluded that except the skill of listening, girls have achieved better score in speaking, reading and writing skills in Hindi language as compared to boys. There was a significant difference in reading, speaking writing skills of Hindi in relation to gender. The findings shows that the Model school students exhibited higher achievement in Hindi language skills in comparison with the Non-Model school students. In other words, the findings revealed that non-model school students requires knowledge and special guidance as compared to Model school students in the different skills in Hindi. Hence it becomes important for the teachers of Non-Model schools to teach Hindi in such a manner that the students may overcome their weak areas and acquires command over the language. They are required to be more equipped and innovative with new learning methodologies and styles. It is equally important on the part of the school administration to provide infrastructure, TLMs, best guidance and support to teachers so that our National Language gains the importance it deserves.

References

- Amin, R. I., (2012). A Study On Status Of Teaching of Hindi In Secondary Schools Of Vadodara City, Indian e-Journal on Teacher Education (IEJTE) Bi-Monthly e-Journal (International Referred Research Journal, January, 2012. ISSN- 0974-2832, RNI- RAJBIL 2009/29954; VoL.III *ISSUE-36)
- Fiji Islands Education Commission/Panel, & Fiji. Ministry of Education. (2000). Learning together: Directions for education in the Fiji Islands. Government of Fiji, Ministry of Education.
- Goundar, P. R. (2016). Defining culture, heritage and identity in Fijian Context. International Journal of Humanities and Cultural Studies (IJHCS) ISSN 2356-5926, 2(1), 239-249.
- National Curriculum Framework (2005); National Council for Educational Research and Training, New Delhi
- Modaka, T., (2009). "Effect of distributed and masses practices of vocabulary aspects embedded in a response card activity on acquisition, generalization and maintenance of Vocabulary knowledge in Dissertation abstracts International. 69(8). 2009.
- Patel, D. B., (2014). A Study of Errors Committed by Standard VIII Students In Written English, Vadodara: CASE, The M.S. University of Baroda.
- Vasava, (2006). Problems Faced by Teachers teaching Hindi in Gujarati Medium Primary Schools of Vadodara city. An unpublished Ph.D. thesis, Vadodara: CASE, The M.S. University of Baroda.