

AN ATTEMPT TO STUDY THE ATTITUDE OF HINDI & ENGLISH MEDIUM STUDENTS TOWARDS SCHOOL

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ABSTRACT

In present paper an attempt is made to study the attitude of English and Hindi medium students and their attitude towards school. The basic data is collected from representative school at Bhopal and data base has been synchronized on five different hypotheses. The results indicate that hypothesis as tested serial no.1 to 4 make no specific difference in the attitude of students towards school imparting teachings having instructions in English or Hindi medium; whereas data tested on hypothesis serial no.5 has got diagnostic results which are significant and meaningful to the attitude of students towards the school. On the basis of study and results various suggestions & recommendations are made in present paper.

KEYWORDS: Attitude, psychology, vernacular and English & Medium,

INTRODUCTION

It is an interesting observation of Scholars that students coming from the schools of vernacular language experience psychological disturbance and find it difficult for them to adjust in English medium colleges after completing their basic qualification. It is also noticed that students coming from different mother tongues feel indifferent and behave differently and some time get nervous in new institution, which is well assessed by their behavior and physical illustration. The overall personality of such students is shy and timid which distract them from main stream and their objectives. On the other hand, the students coming from English medium schools generally are dynamic, disciplined, and well behaved. They were always found to be incompatibility to adjust themselves in environment and ecology in new institution. This observation awakened the interest of the Scholars & Researcher further to focus their studies on the attitude of the students coming from English medium schools and vernacular medium schools. The present study is related to the diagnostic analysis of attitude of students coming from English medium school and vernacular school. For the purpose the author has selected English and Hindi medium school at Bhopal and collected data which has been tested on various hypotheses and analyzed, results obtained are incorporated.

English is International language & is most widely used across the Globe. The significant aspect of English is its unprecedented distribution. In India English practically first semi official language in Federal Government, it is first second and third language in the some states of union of India on the merits of official priorities. The English is very popular language and has played vital role in development of science and technology, high tech technological development in Engineering , Medical science , Earth science exploration and exploitation of natural resources ,

oil & gas, industrial development, international trade. It is significantly to note that it has ease and erase the National and International boundaries and has united the people together of different nations and states of diverse race and religion.

REVIEW OF RELATED LITERATURE:

Ample literature is available on the physiology of human being. There are several reasons to study students' attitudes from school of vernacular language as it is related with diagnostic elements of students' behavior, perception and also academic achievement. Following few studies support the investigation related to students' attitude and use of English and vernacular language; the review of related literature focus on studies related to students attitude towards teachers, gender differences and studies related to English and vernacular languages. Students' attitude towards school and their expectations about the behavior of the teacher are also important factors in learning process. Narsimha Reddy studied academic interaction in education setting in which he included topic like attitude of students towards school, subject teachers and studies which are determinants of academic success. These attitudes either help or retard the progress of a student

Physiology

As an Associate Professor of Psychology from a known institution has interesting observation that students coming from the schools of vernacular language experience psychological disturbance and find it difficult to adjust to English medium schools. On the merits of observation of Associate Professor of Psychology, authors have selected two school one each of English medium and other Hindi and about 200 students were interviewed and their basic data were collected and analyzed. The extensive and intensive interaction of authors with students revealed that physiologically the attitude of student is inbuilt diagnostic character of each individual that he has got his or her own conceptual approach which seems to be called as mental approach. It is observed that due this inherent character the individual illustrates himself in selective behavior which designs his own personality, before he or she exposed to that specific situation and ecology. It is being further nourished by interaction of student and individual gradually with newcomer person, object and situation.

The attitude of student or individual is prediction of circumstance to which that exposed, though it is inherent character but it is closely related with the social situation. . In psychology behavioral attitude is thought to be an important element, as it provides the awareness about anyone's thoughts of person, organization and situation. The nature of Attitude is not permanent feature; it may often changes in individual to some extent with environment, circumstances and internal values. Amidst these the internal values is considered to be strongest factor in context of such changes.

Aim: The main objectives of present research work is the comparative analysis of attitude of students studying in various vernacular languages school, specially in English and Hindi medium schools on the basis of gender.

HYPOTHESIS

1. The students studying in English and Hindi medium do not possess any significant difference in attitude towards school.
2. The students (boys) studying in English and Hindi medium do not possess any significant difference in attitude towards school
3. The students (girls) studying in English and Hindi & medium do not possess any significant difference in attitude towards school
4. The students (boys & girls) studying in English and Hindi medium do not possess any significant difference in attitude towards school
5. The students (boys & girls) studying in English medium do not possess any significant difference in attitude towards school

METHODOLOGY

The data was collected from different school both English & Hindi medium by survey sampling for synthesis.

The research variables:

1. Independent variables: Types of School (English & Hindi Medium), Gender (Girls And Boys)
2. Dependent Variables: Attitude towards school

Sample: In the present study about 200 student of 10th class having both from English and Hindi medium school were selected from Bhopal.

Limitation: - In Present study two school each from English and Hindi and medium were selected and about 50 students each were chosen to study to focus the on the objective of research work.

Tools: - The instrument is used is "Rao School Attitude Inventory after Dr. D. Gupta".
Results of hypothesis

Hypothesis: 1: The students studying in English and Hindi English medium do not possess any significant difference in attitude towards school.

Group	No	Mean	Mean Deviation	T - value
English medium students	100	103.12	15.91	5.82
Hindi medium students	100	118.15	20.28	

DF = 198

0.01 stage on the table value 2.60

The data collected on the merits of Hypothesis No.1 is tabulated in Table No.1 It is evident from table that Hindi medium students have got mean 103.12 and mean deviation is 15.91, and

students of English medium school have mean value 118.15 and mean deviation 20.28. The t value between two certified deviation (15.91, 20.28) is calculated. The obtained t value is (5.82), where as significant level is 0.01 and independent fraction is 198. Thus the study and analysis revealed that there is no meaningful difference in attitude towards school of students who are rendering their study in Hindi and English medium schools. As such hypothesis is rejected.

Hypothesis: 2. The students (girls) studying in Hindi and English medium do not possess any significant difference in attitude towards school.

Group	No	Mean	Mean Deviation	T - value
English medium students	50	104.22	15.94	2.26
Hindi medium students	50	11.286	21.84	

DF = 98

0.05 stage on the table value 2.00

The data collected on the merits of Hypothesis No.2 is given in Table No. 2, Hindi medium students received mean value 104.22, and Mean Deviation is 15.94 and English medium school students received mean value 11.286 and mean deviation 21.84. After that t value between two certified deviation (15.94, 21.84) is calculated. The obtained t value is (2.26) where significant level is 0.05 (Independent fraction is 98). Thus students studying Hindi and English medium schools illustrate that there is no basic difference in attitude of students in receiving the education of these students as such Hypothesis is rejected.

Group	No	Mean	Mean Deviation	T - value
English medium students	50	95.98	14.77	6.44
Hindi medium students	50	117.44	18.31	

Hypothesis: 3. The students (Female) studying in Hindi & English medium do not possess any significant difference in attitude towards school Study of attitude of girl's students studying in Hindi and English medium schools towards.

DF = 98

0.01stage on the table value 2.61

It is clear from Table 3, English medium students received mean value 95.98 mean deviation is 14.77, and Hindi medium school students received mean value 117.44 and mean deviation 18.31. On the merits of mean and mean deviation t value between two certified deviation (14.77, 18.31 respectively) is calculated. The obtained t value is (6.44) where as the significant level is 0.01 (Independent fraction is 98). Thus imparting the students' education in Hindi and English and Hindi medium schools does not make any meaningful difference in attitude towards school as such Hypothesis is rejected.

Hypothesis: 4. Gender wise comparative study of attitudes of students studying in Hindi medium schools towards the School.

Group	No	Mean	Mean Deviation	T - value
English medium students	50	104.22	15.94	2.68
Hindi medium students	50	95.98	14.77	

DF = 98

0.01stage on the table value 2.61

It is clear from Table 3, English medium students received mean value 104.22 mean deviation is 15.94, and Hindi medium school students received mean value 95.98 and mean deviation 14.77 18.31. On the merits of mean and mean deviation. T value between two certified deviation (14.77, 18.31 respectively) is calculated. The obtained t value is (2.68) where as the significant level is 0.01 (Independent fraction is 98). Therefore, the medium of instructions of education either in English and Hindi does not make any meaningful difference in attitude towards school as such Hypothesis is rejected.

Hypothesis: 5. Gender wise comparative study of attitude of students studying in English medium schools towards the School's.

Group	No	Mean	Mean Deviation	T - value
English medium students	50	112.86	21.84	1.14
Hindi medium	50	117.44	18.31	

students				
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DF = 98

0.05 stage on the table value 2.00

It is clear from Table 3; English medium students received mean value 112.86 mean deviation is 21.84 and Hindi medium school students received mean value 117.44 and mean deviation 18.31. On the merits of mean and mean deviation t value between two certified deviations 21.84, 18.31 is calculated respectively. The obtained t value is (2.68) where as the significant level is 0.01 (Independent fraction is 98). Therefore, the medium of imparting in English or Hindi is meaningful in building the attitude of students towards school. As such the hypotheses is creative and meaningful and selected

CONCLUSION

The study of data collected synthesized & synchronized and on the merits results obtained revealed that medium of instructions in imparting teaching in English or Hindi is meaningful in building the attitude of students towards school. As such selected Hypothesis serial no. 5 is valid and creative.

Scholars observation:

The students coming from vernacular schools are generally lack in confidence due to new environment specifically related with timid personality, shy nature, less understanding and medium of instructions, find themselves difficult in making adjustment in new institution. If certain psychological issues are handled properly at higher secondary level then these students will face college life with more confidence and positive attitude towards overall college atmosphere and ecology.

Suggestions:-

The scope of study and research has got its wide spectrum and all the aspects can not be tackled collectively. It require extensive collection of data, data analysis and data synthesis on the subject before obtaining the results and reaching final conclusion. On the merits of results the following suggestions are made which are fruitful and objective oriented for future wok.

1. Comparative study of attitude of students towards the School of different faculties of higher secondary schools.
2. Comparative study of attitude of students towards the School in Government and private school.
3. Comparative study of attitude of students towards the School of students of general and backward classes.
4. Comparative study of attitude of students towards the School in students from rural and urban areas.
5. Study of attitude of college students towards the college.
6. Study of attitude of students towards the college from technical and non-technical courses.
7. Study the effects of various factors on the attitude towards school.
8. Studies on women's attitude towards school

Specific Recommendations for Remedial Measures

1. Nodal and co –coordinated coaching class may be set up and and mini courses of English may be conducted for English learning, it will help to enhance the knowledge of English to vernacular medium students and further confidence in fluency in English
2. at transit point from school to college a counselor may be appointed which will helpful to overcome psychological issues, if any.
3. More interactive communication sessions with students will help to build vocabulary skills.
4. English Hindi translation publication should make available to students to make understand the impact of sudden change of medium of instructions.
5. The teachers of different subjects engaged in teaching at college level should use both the languages English and Hindi while they are taking classes keeping in view about students of vernacular languages.

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