ACADEMIC ACHIEVEMENT IN HINDI IN RELATION TO ACHIEVEMENT MOTIVATION HOME ENVIRONMENT AND ATTITUDE TOWARDS HINDI

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SUMMARY, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH

Introduction

Foremost responsibility of teachers has always been to measure the results of their teaching efforts in so far as they are reflected by the progress and mastery of the subject matter by the students. This accomplishment in the school work is called achievement.

The argument of measuring achievement of the students especially in recent times has much importance particularly when the world is becoming too much competitive. Quality of performance has become an important and major factor not only for students, teachers and parents but for the personal progress of every individual. This desire for attaining high level of achievement puts a lot of pressure on teachers, students, parents and school, including the educational system as a whole.

Giving too much importance to academic achievement of students has raised many questions before the Educationists, Psychologists, Curriculum framers and Researchers. They want to know the factors which are responsible for the enhancement of students' academic achievement in different subjects. An effort to understand the factors underlying the success or failure of students in different subjects does not simply amount to an academic exercise but has practical bearing in the sense that it makes possible the proper utilization of our human and material resources. Such factors when identified will have practical and theoretical implications for developing curriculum and designing educational programs to suit the needs of students with varied backgrounds.

Factors Affecting Academic Achievement

(i) Individual factors: These factors are related to the individual himself. The main among these factors are:

   a) Cognitive like intelligence, learning ability, cognitive styles, creativity etc.

   b) Non Cognitive like attitude towards self and others, perceptions of school, interests, motivation, level of aspiration, study habits, personality, self esteem, attitude towards education etc.
(ii) **Environmental Factors**: These are related to the environment of the individual. These include socio-economic status; family traits and company i.e. value system, educational system, system of evaluation, teachers’ efficiency, training and methods of teaching, school environment and home environment, peer groups etc.

All these factors account for the academic success or failure. Achievement motivation, home environment and attitude have been explored in the present study from the above mentioned factors.

**Achievement Motivation**

The term ‘motivation’ is derived from the Latin word ‘Movex’ or the ‘Motum’ which means to move, motion. It is the move towards set goals; therefore motivation is a force, which energizes the behaviour of learners. Motivation has come to be regarded as one of the major domains of psychology and education. Motivation may be regarded as something which prompts, compels and energizes an individual to act or behave in a particular manner at a particular time for attaining some specific goal or purpose.

Motivation is usually defined as an internal state that arouses desires and maintains behaviour. Behaviour originates because of motives. These motives provide the energy for accomplishing a task. Motivation drives and directs behaviour, achievement motivation governs behaviour relevant to achievement and learning. An understanding of achievement motivation has implications for many aspects of human life, including how individuals develop new skills and how or whether they make use of existing skills.

**Hawes and Hawes (1982)** defined ‘Achievement Motivation’ as it is a psychological need and energetic drive, to prompt an individual to strive for and work toward mastering his or her environment by the successful accomplishment of goal or goals accompanied by a sense of satisfaction and self-worth, also called achievement need.

**Home Environment**

The term ‘Home Environment’s stands for all the circumstances which assert their influence on the child since conception to death. Consciously or unconsciously the home
environment moulds the behaviour, personality, attitude, level of aspiration, aptitude, social maturity, emotional maturity and self confidence of the child. There are four aspects of home environment which are likely to overlap to a greater or less degree. These aspects of environment are: (i) cultural (ii) material (iii) motivational  (iv) emotional

(i) **Cultural:** It includes factors as educational level of the parents, the books in the home, the leisure interests and their reading habits.

(ii) **Material:** This aspect is concerned with the income of the parents and the siblings and the general living conditions in home.

(iii) **Motivational:** This aspect is concerned with the parents’ attitude towards the child’s educational progress and the future employment.

(iv) **Emotional:** This aspect is concerned with degree of harmony in the home, emotional security of the child and the interest taken by parents in the child’s general welfare.

Thus, home or family is the oldest basic and fundamental unit of human society. It plays an important role in the education of the child. Family or home environment has a considerable impact on the academic achievement of children in all subjects.

**Attitude**

Attitude results from personal desires and group stimulation. They actually are a part of an individuals’ own personality but are affected by attitudes and behaviour of the group with which he associates. There are various social groups which help in the development of attitudes. These would include the role of the family, culture, the influence of education, the interrelationship of culture and individual experiences and the role of media in imparting information within a particular social group.

Attitude tends to spread from situational object to which they are attached to related situations growing over wider and wider area. For example, harsh words used by the instructor in an attempt to teach a subject will lead to the disliking of the subject.
Achievement of an individual in any subject depends upon his liking and disliking towards the subject.

**Random House Dictionary (2009)** quotes attitude as the manner, disposition, feeling, position etc. with regard to person or thing; tendency or orientation, especially of the mind.

**REVIEW OF THE RELATED LITERATURE**

**ACADEMIC ACHIEVEMENT AND ACHIEVEMENT MOTIVATION**

**Harikrishan (1992)** in his study selected a random sample comprised of three hundred students. For data analysis ‘t’ test and coefficient of correlation were used and revealed that (1) girls obtained a higher mean in achievement than boys. (2) Achievement was not related to achievement motivation.

**Niebuhr (1995)** examined relationship between several variables and students’ academic achievement. The study included on investigation of the relationship of individual motivation and its effects an academic achievement. Findings indicated that students’ motivation showed no significant effect on the relationship with academic achievement. Findings suggested that the elements of both school climate and family environment have a stronger and direct impact on academic achievement.

**Chhabra (2001)** in her study revealed that (1) High Achievement Group, Average Achievement group and Low Achievement group differ significantly in their achievement in Hindi (2) High Achievement group, Average Achievement group and Low Achievement group do not differ significantly in their Achievement Motivation in Hindi (3) High achievement group, Average Achievement group and Low Achievement group differ significantly in their attitude towards Hindi (4) There is positive but insignificant correlation between these variables.

**Sidhu (2005)** in his investigation concluded that (i) Both male and female teachers were found to possess average or above average level of motivation to work. (ii) Most students displayed average and above average adjustment with school environment. The girls displayed superior adjustment as compared to boys (iii) The girls were found to have
more liking for their teachers than boys (iv) No significant difference was found in the achievement of boys and girls. (v) Low positive correlation were found between students liking for their teachers and school adjustment (vi) Better liking for teachers contributed to better achievement of boys.

Ali (2011) in his study checked the impact of motivation on students' academic achievement in problem based learning environment in the mathematic elementary level. A control group comprising 19 participants received treatment of traditional teaching in shape of lecture/ demonstration method for four weeks. At the end, post-test was administered and the scores of pre-test and post- test were served as data of the study. It indicated the significant impact of motivation on the academic achievement of students in problem based learning environment. The result further indicated that motivation in problem based learning plays more effective role than traditional method of teaching.

**ACADEMIC ACHIEVEMENT AND HOME ENVIRONMENT**

Abdullah (1999) in his investigation found that (i) independent variable had considerable influence on the dependent variable. (ii) The study also revealed that the three home environmental variables combined, explained 66.6% of the total variance in English achievement. The best single predictor of English achievement was parental attitude, expectations and support.

Kiamanesh & Kheirieh (2001) in their preliminary investigations of the TIMSS data in Iran indicated that there is a positive relationship between students' achievement in mathematics and home background variables such as parents' level of education, number of books at home, and possessing dictionary, computer and study desk. However, Iranian students who come from a family with the highest level of education of either parents' (8% of the students), possess all the three educational aids (5% of the students), and have more than 200 books at home (9% of the students) score much lower than the international average score.

Rani and Latha (2005) in their study selected a sample consisted of 106 adolescent boys and 86 adolescent girls and concluded that (i) Family Environment appeared to influence home adjustment as well as Academic performance. The majority
of the sample perceived their family as cohesive, organized, achievement oriented and emphasizing on moral-religious issue with minimal conflict, cohesion, control, intellectual culture orientation and independence in the family environment that influence home adjustment. Academic Performance was significantly related to independence and conflict domains of family environment. Boys and girls differed in perception of home environment.

Sunitha and Khadi (2006) in their study revealed that (i) students of unaided schools had significantly better school learning environment, they involve better in school activities. (ii) With respect to home learning environment, they had better physical facilities in home, received more parental guidance and support than students of aided schools. (iii) The S.E.S. of the family exhibited positive and significant influence on home learning environment on students of both aided and unaided schools. Students of both aided and unaided schools were similar in academic achievement.

Tandon (2008) in his study selected a sample of 56 candidates (37 Net appeared and 19 Net qualified). He collected two types of data i.e., quantitative and qualitative. Quantitative data were collected by using the three standardized tests in the investigation. The data from interview were in the form of qualitative data. Major findings of this study were (1) No significant difference was found between the study habits and family environment of NET qualified and NET appeared candidates. But in case of intelligence, a very high significant difference was found. The NET qualified candidates were found to be more intelligent than NET appeared candidates. This might be the reason for their success.

ACADEMIC ACHIEVEMENT AND ATTITUDE TOWARDS SCHOOL SUBJECTS

Kesamang and Talwo (2002) in a study reported significant negative relationship between the students’ socio-cultural background and their attitude towards school science on one hand and their achievement in school science on the other hand.
Mehera (2004) in his investigation concluded that (i) Achievement in Mathematics was significantly related to major learning environment, attitude towards subject mathematics (ii) Urban students showed significantly higher achievement in mathematics, better learning environment and better attitude towards mathematics than their rural counterparts.

Umoren (2007) in his study concluded that field independent students outperformed field dependent students in introduction to computer. Students’ attitude towards computer was positive and related to their performance. Students’ faculty influenced their Attitude and Achievement.

Bidin et al.(2009) described the relationship between the students motivation and attitude and their English Language performance. The main scores analysis of the motivation and performance revealed that the students were more extrinsically than intrinsically motivated when learning English. One way ANOVA test showed that there is no significant difference. To test the students' attitudes and their performance, the Spearman Rho Rank-Order Correlation Coefficient was used and the analysis revealed a significant correlation between attitude and achievement. The one way ANOVA also showed that there is a significant difference. The mean scores was used to find out whether there is any difference between the respondents of different gender and their attitude in learning English. The result showed the existence of significant difference.

Yara (2009) in his study selected a random sample of 1542 senior secondary school students from 2 schools each of the senatorial districts from 6 states in Southwestern part of Nigeria. He adopted descriptive survey design using simple frequency and percentages in analyzing the data. The results showed that students' attitude towards Mathematics was positive and showed significant positive relationship with achievement in Mathematics and that many of them believed that Mathematics is a worthwhile and necessary subject which can help them in their future career.

Fakeye (2010) in her study found that (i) there was a positive relationship between students’ attitude and their academic achievement in English language. (ii)
Significant difference was there in academic ability of male and female students with male students having higher academic ability mean scores.

Bakar (2010) in this research design employed a descriptive co-relational data consisted of 1484 students from local university. (1102 females and 382 males). Results indicated a positive significant correlation between students' attitude towards learning and achievement motivation (r=0.53, p<.001) and between students' attitude towards academic achievement (r=0.16, P<.001), However, a negative and low correlation (r=-.038, P>-.05) was observed between students' achievement motivation (n ach) and their academic achievement.

JUSTIFICATION OF THE STUDY

Academic achievement plays an important role in the life of the child. High academic achievement in schools builds confidence which leads to better adjustment. Academic achievement of the students can be adjudged on the basis of high proficiency in school subjects. High proficiency in school subjects is based on his way of expression and communication on the basis of his perception in written form. So to express his thoughts, language is the best medium.

Language is also a powerful source in the mental development of a child. In fact, mental development presupposes a good command over language. Our mind develops through thinking and thinking is impossible without language. Thus, language development is a great factor in mental development. The process of concept formation is helped by the development of language. Language is a tool of both thinking and communication. It is a tool which has to be used effectively in acquiring knowledge and mastery facts in education. We develop the power to think and reason on a higher plane only through language. It is the basic tool for social communication. In fact, no society, worth the name is possible without language. Language is in fact a potent means of personality development which is the aim of education.

As the child grows, he acquires more and more mastery over the language. Mastery over a language is a sure sign of mental development of an individual. Mental development can be brought about mainly through the process of thinking. Thinking is a process
dealing with ideas, thoughts and concepts. Therefore, children should be given opportunity to think and reason out.

Factors that contribute to language proficiency and achievement are motivation, language aptitude, language attitude, learning environment, styles and strategies, age and personality factors. But it is the irony of educational environment that proper opportunities are not provided to students for language development and development of mind in families and institutions to enhance these factors. That is why students are least interested in any language – National, International or Regional.

Though it is compulsory for all the students to take any language as an elective subject from the beginning of schooling but their performance is very poor. So it is important to find out different causes that affect the language development of students. It is also an admitted fact that majority of students are not opting Hindi subject because they consider it difficult. It may be due to wrong methods of teaching in which stress is on rote learning and not understanding. It may also be due to lack of drill in school, lack of competent teachers, lack of their interest in language, lack of proper opportunity, lack of motivation in school & home environment etc. There are number of other factors also which affect the performance of students in any language particularly in Hindi. Even the investigator being a student of Hindi language felt that Hindi Language is neglected in Punjab at senior secondary level because of Punjabi and English languages. Though their conditions are not lesser than Hindi. So this needs a probe to see other causes of poor performance of students in language particularly in Hindi as a second language in Punjab. Hence, this study is being undertaken to find out to what extent these factors affect the language particularly Hindi as a second language.

**STATEMENT OF THE PROBLEM**

**ACADEMIC ACHIEVEMENT IN HINDI IN RELATION TO ACHIEVEMENT MOTIVATION HOME ENVIRONMENT AND ATTITUDE TOWARDS HINDI**

**OPERATIONAL DEFINITIONS**
**Academic Achievement**

In the present study Academic achievement in Hindi is operationally defined as what the students have learnt in subject Hindi during the academic year. Its measurement is the scores or marks obtained in the given test.

**Achievement Motivation**

Achievement motivation is operationally defined as it is considered to be the element that initiates an individual's own involvement in learning. When an individual is strongly motivated, all his efforts are directed towards the achievement of a specific goal accomplished with a sense of satisfaction.

**Home Environment**

Home Environment is operationally defined as the climate prevailing in the home which helps an individual in the achievement of an individual in the subject. It includes parental guidance, parental aspirations for achievement, provision for the child’s Intellectual needs, effective reward, willingness to devote time to the child, instrumental companionship, discipline, physical punishment, deprivation of privileges, protectiveness, demands and conformity etc.

**Attitude**

An attitude is operationally defined as generalized reaction of an individual to act for or against a definite subject.

**OBJECTIVES OF THE STUDY**

(i) To study the difference in Academic Achievement in Hindi of students with high and low level Achievement Motivation.

(ii) To study the difference in Academic Achievement in Hindi of students from good and poor Home Environment.

(iii) To study the difference in Academic Achievement in Hindi of students having high and low level Attitude towards Hindi.
(iv) To study the difference in Academic Achievement in Hindi due to High level of male and female students having high as well as low Achievement Motivation.

(v) To study the difference in Academic Achievement in Hindi of male and female students having high good as well as poor Home Environment.

(vi) To study the difference in Academic Achievement in Hindi of male and female students having high as well as low level Attitude towards Hindi.

(vii) To study the relationship between Academic Achievement in Hindi and Achievement Motivation of students.

(viii) To study the relationship between Academic Achievement in Hindi and Home Environment of students.

(ix) To study the relationship between Academic Achievement in Hindi and Attitude of students towards Hindi.

(x) To study the conjoint prediction of Academic Achievement in Hindi on the basis of Achievement Motivation, Home Environment and Attitude towards Hindi as compared to their separate prediction.

**HYPOTHESES**

(i) There will be no significant difference in Academic Achievement in Hindi of students with high level and low level Achievement Motivation.

(ii) There will be no significant difference in Academic Achievement in Hindi from good and poor Home Environment.

(iii) There will be no significant difference in Academic Achievement in Hindi of high level and low level Attitude towards Hindi.

(iv) (a) There will be no significant difference in Academic Achievement in Hindi of male and female students having high level Achievement Motivation.

(iv) (b) There will be no significant difference in Academic Achievement in Hindi of male and female students having low Achievement Motivation
(v)(a) There will be no significant difference in Academic Achievement in Hindi of male and female students having good Home Environment.

(v)(b) There will be no significant difference in Academic Achievement in Hindi of male and female students having poor Home Environment.

(vi) (a) There will be no significant difference in Academic Achievement in Hindi of male and female students having high level Attitude towards Hindi.

(vi) (b) There will be no significant difference in Academic Achievement in Hindi of male and female students having low level Attitude towards Hindi.

(vii) There will be no significant relationship between Academic Achievement in Hindi and Achievement Motivation of students.

(viii) There will be no significant relationship between Academic Achievement in Hindi and Home environment of students.

(ix) There will be no significant relationship between Academic Achievement in Hindi and Attitude of students towards Hindi.

(x) Conjoint prediction of Academic Achievement in Hindi on the basis of Achievement Motivation, Home environment and Attitude towards Hindi is not significantly more as compared to their separate prediction.

**DESIGN OF THE STUDY**

A descriptive survey method was employed to investigate the present study. The data was collected from senior secondary schools of five districts of Punjab i.e., Ferozepur, Moga, Bathinda, Jalandhar, and Hoshiarpur.

**SAMPLE**

The sample of the study consisted of 1000 Students of senior secondary schools of Punjab. The selection of schools was done on Random Basis by lottery system.
LIMITATIONS

(i) The study was delimited to class +2 Students only.

(ii) The study was delimited to 1000 Students only.

(iii) The study was delimited to variables like Academic Achievement, Achievement motivation, Home environment and Attitude towards Hindi.

(iv) The study was delimited to only one language of +2 stage i.e. Hindi as second language

(v) The study was delimited only to five districts of Punjab i.e. Ferozepur, Moga, Bathinda, Jalandhar and Hoshiarpur

TOOLS USED

The following tools were used for data collection:

(i) Hindi Achievement Test by Dwivedi and Sinha (1977), and modified by the Investigator in 2011.

(ii) Achievement Motivation (n-ach) scale by Deo-Mohan (2002).

(iii) Home environment Inventory by Misra (2003).

(iv) Attitude Scale towards Hindi (constructed by the Investigator in 2011).

STATISTICAL TECHNIQUES TO BE USED

(i) Descriptive Statistics like mean, median, S.D., Skewness and Kurtosis were worked out to study the nature of distribution of scores of variables.

(ii) To determine the significant difference between dependent variable Academic Achievement in Hindi and independent variables i.e., Achievement Motivation, Home Environment and Attitude towards Hindi t-test was applied and calculated 't' values were tested at the following levels of confidence:

.05 level of confidence and .01 level of confidence.
(iii) Co-efficient of correlation technique was computed to find the relationship between dependent variable Academic Achievement in Hindi and independent variables i.e. Achievement Motivation, Home Environment and Attitude towards Hindi.

(iv) Step-up- regression equations.

CONCLUSIONS

(i) Students of High and Low level Achievement Motivation differ significantly in Academic Achievement in Hindi. It implies that high Achievement Motivation enhances the Academic Achievement of students in Hindi.

(ii) Students from good and poor Home Environment do not differ significantly in Academic Achievement in Hindi. It shows that Home Environment does not affect Academic Achievement in Hindi.

(iii) Students from good and poor Home Environment’s five dimensions out of ten viz. Protectiveness, Social Isolation, Reward, Rejection and Permissiveness differ significantly in their Academic Achievement in Hindi.

(iv) Students from good and poor Home Environment five dimensions out of ten viz. Control, Punishment, Conformity, Deprivation of Privileges, and Nurturance do not differ significantly in their Academic Achievement in Hindi.

(v) Students having high and low level Attitude towards Hindi differ significantly in their Academic Achievement in Hindi.

(vi) Male and female students having high level Achievement Motivation differ significantly in their Academic Achievement in Hindi. Female students achieve higher than male students.

(vii) Female students with low Achievement Motivation have high Academic Achievement in Hindi in comparison to male students.

(viii) Male and female students from good Home Environment differ significantly in their Academic Achievement in Hindi.
Male and female students from good Home Environment’s ten dimensions viz. Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection, and Permissiveness differ significantly in their Academic Achievement in Hindi.

Female students from poor Home Environment have high Academic Achievement in Hindi in comparison to male students.

Male and female students from poor Home Environment’s ten dimensions viz. Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of Privileges, Nurturance, Rejection, and Permissiveness differ significantly in their Academic Achievement in Hindi.

Male and female students having high Attitude towards Hindi differ significantly in their Academic Achievement in Hindi.

Male and female students having low Attitude towards Hindi differ significantly in their Academic Achievement in Hindi.

It is concluded that Academic Achievement in Hindi has positive and significant correlation with Achievement Motivation of students.

Academic Achievement in Hindi has a positive but insignificant correlation with total Home Environment of students.

Academic Achievement in Hindi and three Dimensions of Home Environment out of ten viz. Protectiveness, Punishment and Reward are positively and significantly correlated.

Academic Achievement in Hindi and three Dimensions of Home Environment out of ten viz. Social Isolation, Rejection and Permissiveness are negatively but significantly correlated.

Academic Achievement in Hindi and two Dimensions of Home Environment out of ten viz. conformity and Nurturance are positively but insignificantly correlated.
(xix) Academic Achievement in Hindi and two Dimensions of Home Environment out of ten viz. Control and Deprivation of privileges are negatively and insignificantly correlated.

(xx) Academic Achievement in Hindi and Attitude towards Hindi are negatively and significantly correlated with each other.

(xxi) Independent variables Achievement Motivation, Home Environment and Attitude towards Hindi conjointly predicted Academic Achievement in Hindi significantly more as compared to their separate prediction.

EDUCATIONAL IMPLICATIONS

The knowledge of the variables/ factors which promote Academic Achievement and which are hindering it, is of great importance in developing curriculum and designing educational programs to suit the needs of the students with varied backgrounds. The study of these variables assumes special significance in view of their implications on the part of the classroom teachers.

(i) The findings of this study revealed that students of high and low level Achievement Motivation differ significantly in their achievement in Hindi. The study further showed that they exists a positive and significant correlation between Academic Achievement in Hindi and Achievement Motivation. From these findings, it is clear that Achievement Motivation plays an important role in the achievement of the subject Hindi. This is of immense help to teachers, school administrators and to the guidance and counseling workers. Students should be motivated to focus their entire attention upon the task to be performed. Students should make many attempts and adopt many ways and means to achieve their goals. The teachers' task is to clarify these goals to both pupils and their parents.

(ii) Besides, parental attitudes also affect Achievement Motivation. It tends to be very high, when parents have high aspirations, when their achievements are noteworthy and parents expect excellent and high achievements from their children. Therefore, parents should develop such type of attitudes.
(iii) Further, the findings of this study indicated that students from good and poor Home Environment do not differ significantly in their achievement in the subject. There exists insignificant and negative correlation between Academic Achievement in Hindi and Total Home Environment. Only three of the dimensions of Home Environment viz. protectiveness, punishment, and reward showed a positive and significant correlation with Academic Achievement in Hindi. Findings of this study clearly indicate that reward, effective punishment and protectiveness are very important for students to achieve their goals. So parents should provide material as well as symbolic rewards for their high Achievement.

(iv) Besides, parents should be aware of the influence of various Home Environmental factors which affect overall Academic Achievement of students and in a particular subject. Teachers and educationists should try to create awareness among parents on the importance of Home Environment for Achievement in Hindi language which can improve the overall achievement of the students. Parents should encourage their children by providing them proper learning facilities at home.

(v) It has also been found that there exists significant difference between male and females students’ Academic Achievement in Hindi having good as well as poor Home Environment's ten dimensions viz. Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, and Deprivation of privileges, Nurturance, Rejection, and Permissiveness. Female students surpass male students in this study. Therefore, parents must find out the causes of poor performance of boys and should encourage them to improve their performance.

(vi) Further, findings of the study indicated that students with high and low level Attitude towards Hindi differ significantly in their Achievement. Achievement of students having low level Attitude towards Hindi is high in comparison to students having high level Attitude. The study further indicated that there exists a negative negligible and significant correlation between Academic Achievement in Hindi and Attitude towards Hindi. It indicates that students’ Achievement in Hindi is low instead of
having high attitude. So, parents and teachers should be aware about other factors that cause their low achievement in the subject and try to remove these.

(vii) Study also revealed that there exists lack of basic knowledge in learning Hindi Language. This affects the achievement in higher classes in this language (by the Hindi Achievement test). A mini survey to identify the students' attitude and perceptions of learning Hindi language during the first early classes should be conducted to prepare the educators as what to expect from the students in their language classes.

(viii) Adequate attention should be paid by the Hindi teacher for correction work. Written work must be checked regularly and suggestions offered. Individual mistakes must be pointed out. Typical common errors should be explained to the whole class. Teachers should observe that students do sufficient practice on mistakes pointed out by them. But all this is possible when the size of the class is not too large.

(ix) It should be made compulsory for every Hindi teacher to organize at least two co-curricular activities out of various activities such as debate, discussion, declamation, paper reading contests, hand writing competition, essay and story writing competitions and antyakshri competition for improving vocabulary and grammar etc. It should be made compulsory for the students to take part in at least two of these activities. There should be dictation competition for whole class to improve spelling mistakes. Students with outstanding performance should be honoured. Teachers should use different teaching methods and teaching aids for making their teaching effective.

(x) As students are motivated to use English Dictionary in routine, similarly it should be made compulsory to bring Hindi Dictionary in class. Its use should be compulsory for teachers and students. Emphasis should be on continuous comprehensive evaluation and not only on annual examination. For this, weekly and monthly tests should be taken.

(xi) Curriculum of the subject should be planned carefully. It should be made less burdensome and more useful for the learners. It should help the learners to learn things really useful for life. The text books and other activities in the schools should fulfill the
needs and requirements of the students. The curriculum should be made as far as possible more practical and less theoretical.

(xii) Teachers should do action research at their own actually not formality sake. So that they can eradicate immediately classroom problems in general and particular in Hindi language. So that Hindi can become a popular language in day today communication.

SUGGESTIONS FOR FURTHER STUDY

(i) This study may be conducted on the students of different age groups.

(ii) Instead of taking Academic Achievement in Hindi as dependant variable, achievement in other school subjects may be taken as dependent variable.

(iii) The study may be conducted by taking some other independent variables, such as Aptitude, Interest, Study Habits, Creativity, School Environment etc.

(iv) The study may be conducted by taking some classificatory variables such as rural and urban differences, more talented and less talented students in Hindi.

(v) In order to find the reliability and validity of the study, study may be conducted on some large and different sample.

(vi) More cognitive and non-cognitive variables may be incorporated in study.

(vii) Similar study may be conducted on the students of some other state on National level

(viii) Potential researcher can undertake research study by incorporating the characteristics of the teachers, for example, teaching experience, qualification and their personal variables such as general mental ability and personality etc.

(ix) The present study is delimited to the students of Hindi subject only in the Panjab state. The study can be conducted on the subject of Hindi in other states of India as well.

(x) The study can be conducted on any national or regional language.
(xi) A comparative study can be conducted on Academic Achievement in other language (national or regional level).

(xii) A longitudinal study can be carried out in this field.