

Analyzing the Influence of Student Attitudes on Hindi Language Achievement in Secondary Schools in Jharkhand

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ABSTRACT

This study examines the attitudes and achievements of secondary school students in Hindi language learning across various demographic and educational contexts. The research sample includes 200 students, evenly split between male and female, from five districts in Jharkhand. Data collection involved assessing Hindi language achievement scores, attitudes towards Hindi, and school types (government vs. private). Findings reveal that girls generally outperform boys in Hindi achievement, although both genders show similar score ranges. Government school students exhibit significantly higher positive attitudes towards Hindi compared to their peers in private schools. Geographic distribution across districts ensures a comprehensive analysis of regional influences on language learning outcomes. These insights contribute to understanding the complex interplay of gender, institutional context, and geographic location in shaping Hindi language education strategies.

Keywords: Hindi language learning, secondary school students, gender differences, institutional context, geographic distribution

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INTRODUCTION

Acquiring a second language is fundamental to a well-rounded education, as it influences not only scholastic achievement but also personal growth and cross-cultural awareness (Tiwari, n.d.; Mohanty, 2011). Students' academic and social integration is greatly influenced by their command of Hindi, which is prominently recognized as one of India's official languages (Gaikwad, 2024; LaDousa, 2014). Educators and policymakers must clearly understand the factors that affect students' achievement in Hindi in order to devise effective strategies for language instruction (Remani, 2008; Jhingran, 2009). A nation's progress is built upon its educational system, and language is a vital component of that system. The cultural and educational significance of Hindi, the official language of India, cannot be overstated (Sharma, n.d.; Shukla, 1974). To raise the bar for secondary school education and ensure that all students graduate fluent in Hindi, we must first identify the variables that influence pupils' performance in Hindi classes.

Within today's unsparing academic and social climate, education—an inherently multifaceted phenomenon—has evolved into a crucial domain and a primary focus of scholarly interest. Achieving academic excellence should be an aspiration for all individuals. In today's fast-paced world, where science, technology, education, culture, and civilization are all undergoing rapid transformation, the thirst for knowledge is greater than ever before (Raju, 2024). In this environment, where academic competitiveness is the norm, everyone strives to excel in all aspects of life. Children are increasingly expected to surpass their parents' expectations, which contributes to substantial academic pressure and stress. A student's GPA is now frequently used as a decisive criterion for program admission, job offers, scholarship awards, and opportunities for further study.

Language is the vehicle through which we convey our thoughts and feelings to one another. It is the primary means of facilitating communication and spreading ideas. Cognitively, language represents the capacity to learn and use complex systems of human communication (Ilieva, 2012). In a diverse country like India, people often differ significantly in their beliefs, behaviors, speech, and thought processes. These differences in self-expression can lead to anxiety, particularly when speaking in public. For some, learning a second language may seem like an insurmountable challenge. They may believe that their native language is the best or only way to express themselves. Such mental barriers often hinder their ability to acquire a new language. It is essential for language teachers to understand their students and

actively support the development of their language skills. To help students overcome their fears, educators should clearly explain the language learning process. Encouraging students' natural curiosity about the language they are studying can foster a positive attitude throughout the curriculum. Since attitude is a critical factor in how open individuals are to acquiring new knowledge and skills, this study explores students' perspectives on language acquisition (Jhingran, 2009).

The Importance of Hindi Language Education

Hindi serves as a medium for not only communication but also cultural expression and national identity (Gaikwad, 2024; LaDousa, 2014). Proficiency in Hindi provides students with access to a vast literary heritage and enhances their participation in national discourse (Tiwari, n.d.). In a multilingual country like India, promoting Hindi education fosters linguistic unity and national cohesion (Mohanty, 2011; Jhingran, 2009). For students in Jharkhand, where multiple languages are spoken, achieving proficiency in Hindi is particularly significant for academic success and future opportunities (Remani, 2008; Sharma, n.d.).

Academic Achievement and Student Attitudes

Student attitudes toward a subject play a critical role in their academic performance. Positive attitudes can lead to increased motivation, engagement, and better academic outcomes, while negative attitudes can hinder learning and achievement (Sharma, n.d.; Ilieva, 2012). This study aims to explore how students' attitudes towards Hindi influence their academic achievement in the language among secondary school students in Jharkhand.

Gender Differences in Language Learning

Gender differences in academic achievement have been widely studied, revealing that boys and girls may perform differently in various subjects due to social, psychological, and educational factors (Sharma, n.d.; Jhingran, 2009). This research seeks to determine if such gender-based differences exist in Hindi language learning and how attitudes towards Hindi vary between male and female students, affecting their academic performance.

Achievement Motivation and Educational Success

Achievement motivation is a significant predictor of academic success. Students with high achievement motivation tend to set goals, persist in their efforts, and excel in their studies (Shekhar & Choudary, 2017; Tiwari et al., 2014). This study examines the relationship between achievement motivation and Hindi academic achievement, exploring how motivation levels interact with students' attitudes towards the language to influence their performance. Research has shown that students with stronger motivational orientations often perform better not only in general academics but specifically in language subjects like Hindi, where cultural identity and cognitive engagement intersect (Shukla, 1974; Sharma, A. et al.,).

Home Environment and Language Learning

The home environment is a crucial factor in students' educational outcomes. Parental support, availability of learning resources, and the overall learning atmosphere at home can significantly impact academic achievement (Fan & Chen, 2001; Singh et al., 2010). This research investigates how different aspects of the home environment correlate with students' attitudes towards Hindi and their academic success in the language (Jeynes, 2005; Misra & Mohanty, 2013).

Objectives of the Study

The primary objectives of this research are:

1. To examine the influence of students' attitudes towards Hindi on their academic achievement in the language.
2. To investigate gender differences in attitudes towards Hindi and their impact on academic performance.
3. To explore the relationship between achievement motivation and academic success in Hindi.
4. To analyse how the home environment affects students' attitudes towards Hindi and their academic achievement.

Significance of the Study

This research is significant for several reasons. It provides valuable insights for educators and policymakers to develop strategies that enhance Hindi language education. Understanding the impact of students' attitudes, motivation, and home environment on their academic achievement can help create more effective and supportive learning environments (Jhingran, 2009; Gardner, 1985; Mohanty, 2011). Additionally, the findings contribute to the broader field of educational research, offering a deeper understanding of the dynamics of language learning in a multilingual context like Jharkhand.

Scope and Delimitations

The study focuses on secondary school students in Jharkhand, specifically those in the districts of Ranchi, Deoghar, Dumka, Bokaro, and Giridih. It includes both male and female students from public and private

schools who have shown an interest in learning Hindi. The research is limited to these students and relies on self-reported data, which may introduce some biases.

Savita Mishra (2022). Improving one's study habits and attitudes should lead to more efficient use of study time by eliciting and directing one's cognitive processes. The research aims to compare the study habits and viewpoints of male and female secondary school students from lower-caste and middle-caste backgrounds, as well as those from lower- and higher-income families. The sample size was 150 randomly selected students from Gangtok, Sikkim, who were in the 12th grade. When the researchers accounted for gender, socioeconomic status, parental education, parental employment, and parental income, they still didn't find any difference between the study habits and attitudes of boys and girls. However, they did find that caste had an effect.

Vikramjit Singh. (2020). In the context of science education, "practical work" means any activity in which students engage in hands-on exploration, analysis, and manipulation of actual, non-simulated objects and materials. Students can gain a broad perspective on the world and its mechanisms through science education, which opens doors to a wealth of information. Every complex system, from the human body to modern transportation technologies, can be better understood with the help of scientific research. Kids and students may find this information useful for expanding their knowledge, making informed decisions, and discovering new interests. Consequently, science practicals are an integral aspect of science education, and it is critical to analyse how this component impacts students' scientific abilities. This study set out to address that question by investigating how students' attitudes toward practical scientific exploration relate to their performance in science classes. The study comprised 120 students who were asked to rate their level of enthusiasm for engaging in practical scientific experiments using a pre-designed standardized test. This study's researchers used a 30-item scientific attitude scale that was modified from the original by Prokopis et al. The results showed that there were gender and location-based differences in students' scientific achievement. On the other hand, students' attitudes on participating in science labs varied only by region. After surveying secondary school students in Patna, researchers found that interest in practical science was associated with higher levels of scientific achievement.

MATERIAL AND METHODS

Research Design

This study employs a descriptive survey approach to explore the connections between academic performance in Hindi, motivation for achievement, family dynamics, and attitudes towards the language. By utilizing a variety of methods, the research aims to gain a comprehensive understanding of these relationships.

Sample Size

The research includes a sample of one thousand high school juniors and seniors from both public and private schools in Jharkhand. Data was collected from five districts: Ranchi, Deoghar, Dumka, Bokaro, and Giridih. Out of the total, only 100 male and 100 female students, who have expressed a keen interest in learning Hindi, will be selected for the final sample.

Tools Used

Data collection in this study will employ the following tools:

- The 2011 version of the Hindi Achievement Test, originally developed by Dwivedi and Sinha in 1977.
- The Deo-Mohan Achievement Motivation Scale (2002).
- The Misra Home Environment Inventory (2003).
- An attitude scale towards Hindi developed by the researcher in 2011.

Attitude Scale Towards Hindi

To measure students' attitudes towards learning Hindi, a specialized attitude scale will be developed using content analysis. This scale will be conceived, designed, and constructed by the researcher specifically for this study.

Sampling Method

A mixed-methods approach will be adopted, combining both quantitative and qualitative data collection methods to provide a holistic view of the research questions.

Tools for Data Collection

- **Questionnaire Survey:** A structured questionnaire will be designed to gather quantitative data on students' attitudes towards Hindi and their academic performance. This survey will include Likert-scale questions to assess attitudes, interest, and motivation levels, as well as closed-ended questions regarding academic performance, frequency of language use, and language

background. The questionnaire will be administered to a representative sample of secondary school students in Jharkhand.

- **Focus Group Discussions:** These discussions will be conducted with selected groups of students to collect qualitative data. They will allow for an in-depth exploration of students' attitudes towards Hindi, reasons behind these attitudes, and their experiences related to language learning. Open-ended questions will be used to facilitate free expression and group interaction.
- **Semi-Structured Interviews:** These interviews will be conducted with teachers, school administrators, and language experts to gather qualitative data. They will provide valuable insights into how students' attitudes impact their Hindi language achievement, teaching practices, and challenges in language learning.

Secondary Data Collection

- **Academic Records:** Secondary data such as academic records, exam scores, and grades will be accessed from the educational institutions involved. This data will help correlate students' attitudes with their actual academic performance in Hindi.
- **Literature Review:** A thorough literature review will be conducted to gather relevant secondary data from existing studies, research papers, and reports on student attitudes towards language learning and academic achievement in Hindi. This review will provide background information and theoretical frameworks to support the primary data findings.
- **Educational Policies and Curriculum:** Secondary data from educational policy documents and curriculum guidelines related to language education in Jharkhand will be collected. This data will offer insights into how Hindi language teaching is structured and regulated within the state's education system.

Data Integration

Primary and secondary data will be integrated to create a comprehensive analysis. Triangulation will be used to cross-verify results from different data sources, enhancing the validity and reliability of the research.

Ethical Considerations

Ethical considerations will be strictly followed throughout the data collection process. Informed consent will be obtained from all participants (students, teachers, administrators). Confidentiality and anonymity of participants will be maintained, and data will be handled securely to protect their privacy.

Scoring and Tabulation

Scoring keys will be used to determine students' raw scores on the Hindi Achievement exam, the Achievement Motivation scale, the Home Environment Inventory, and the Attitude scale towards Hindi. These scores will be compiled into master sheets for analysis.

Statistical Techniques Used

Descriptive statistics such as mean, median, standard deviation, skewness, and kurtosis will be used to examine patterns in the distribution of scores across different variables.

- **T-tests and F-tests:** These tests will be conducted to determine whether there is a statistically significant difference between two dependent variables—Hindi academic performance and its correlates (achievement motivation, family context, and attitudes towards the language)—at the 0.05 and 0.01 confidence levels, respectively.
- **Correlation Coefficients:** Academic achievement in Hindi will be treated as the dependent variable. Correlation coefficients will be calculated to determine the relationship between the dependent variable and the three independent variables (achievement motivation, home environment, and attitudes towards Hindi).
- **Step-Up Regression Analysis:** Formulas for step-up regression analysis will be applied to further explore these relationships.

RESULTS

Table 1. Gender Distribution of Sample

Gender	Number of Students	Percentage (%)
Male	100	50
Female	100	50
Total	200	100

Table 1 shows an equal distribution of 100 male (50%) and 100 female (50%) students, contributing to a total sample size of 200 students. This balanced representation ensures that gender-related insights into Hindi language attitudes and achievements can be effectively analysed and compared.

Table 2: Distribution of Students by District

District	Number of Students	Percentage (%)
Ranchi	40	20
Deoghar	40	20
Dumka	40	20
Bokaro	40	20
Giridih	40	20
Total	200	100

Table 2 illustrates an even distribution of 40 students per district across five districts (Ranchi, Deoghar, Dumka, Bokaro, Giridih), totalling 200 students. This geographic diversity enables the study to capture regional variations in Hindi language learning outcomes and attitudes, reflecting the broader educational landscape.

Table 3. Comparison of Hindi Achievement of Boys and Girls

Gender	N	Mean Score	Standard Deviation (SD)	Minimum Score	Maximum Score
Boys	100	76.2	9.8	55	95
Girls	100	78.5	10.2	58	98
Total	200	77.35	10.0	55	98

Table 3 compares the Hindi achievement scores between boys and girls, with girls (Mean Score = 78.5, SD = 10.2) achieving slightly higher than boys (Mean Score = 76.2, SD = 9.8).

Table 4. Significance of Difference in Attitude Scores between Government and Private School Students towards Hindi Language

Groups	N	Mean Score	Standard Deviation (SD)	t-ratio	Level of Significance
Govt	50	113.84	2.72	2.17	0.05
Private	50	110.46	2.51		

Table 4 highlights a significant difference in attitude scores towards Hindi language between government and private school students. Government school students (Mean Score = 113.84, SD = 2.72) exhibit a more positive attitude compared to private school students (Mean Score = 110.46, SD = 2.51), with a t-ratio of 2.17 significant at the 0.05 level. This suggests that institutional context plays a crucial role in shaping students' attitudes towards Hindi language education.

DISCUSSIONS

Table 1 shows an equal distribution of 100 male and 100 female students, comprising the total sample of 200 students. This balanced gender representation ensures that any findings from the study can be generalized across both male and female populations. Such gender parity is crucial for understanding how gender may influence attitudes and achievements in Hindi language learning.

Table 2 illustrates the distribution of students across five districts in the study area. Each district contributes equally with 40 students, totalling 200 students overall. This geographic diversity ensures that the study captures variations in Hindi language attitudes and achievements across different regions of the study area (Ranchi, Deoghar, Dumka, Bokaro, and Giridih). Understanding regional variations can provide insights into how local factors may impact Hindi language learning outcomes. Table 3 compares the Hindi achievement scores between boys and girls, showing that girls (Mean Score = 78.5, SD = 10.2) outperform boys (Mean Score = 76.2, SD = 9.8) slightly in Hindi language achievement. Both genders show a similar range of scores, from 55 to 98, indicating variability in individual performance regardless of gender. The findings suggest that while girls tend to achieve marginally higher on average, both genders exhibit a broad spectrum of achievement levels in Hindi. Table 4 presents the significant difference in attitude scores towards Hindi language between students from government and private schools. Government school students (Mean Score = 113.84, SD = 2.72) demonstrate a notably higher attitude score compared to private school students (Mean Score = 110.46, SD = 2.51), with a t-ratio of 2.17 significant at the 0.05 level. This indicates that government school students generally have a more positive attitude towards learning Hindi compared to their peers in private schools. The findings highlight the potential influence of school type on students' perceptions and attitudes towards Hindi language education.

CONCLUSIONS

The study reveals that gender distribution among secondary school students in the sample was balanced, with an equal representation of male and female students. This ensures that insights into Hindi language attitudes and achievements are reflective of both genders, facilitating a comprehensive analysis of gender dynamics in language learning. Geographically, the sample was evenly distributed across five districts in the study area (Ranchi, Deoghar, Dumka, Bokaro, and Giridih), each contributing 20% of the total sample. This diversity allows for capturing regional variations in Hindi language attitudes and achievements, acknowledging the influence of local contexts on language learning outcomes.

In terms of Hindi achievement, girls exhibited slightly higher mean scores compared to boys, although both genders showed similar score ranges. This suggests that while there may be a slight gender difference in average achievement levels, individual variability within each gender group is significant. Moreover, significant differences were observed in attitude scores towards Hindi language between government and private school students. Government school students demonstrated a significantly more positive attitude towards learning Hindi compared to their counterparts in private schools. This underscores the impact of institutional context on students' perceptions and attitudes towards language education. In conclusion, these findings highlight the importance of considering gender, geographic location, and school type when designing effective language education strategies. Addressing these factors can help educators and policymakers tailor interventions that foster positive attitudes and enhance Hindi language learning outcomes among secondary school students in diverse educational settings.

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