Strategies For Enhancing Hindi Language Achievement: Leveraging Student Attitudes In Jharkhand's Secondary Schools

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ARTICLE INFO	ABSTRACT
	This study examines attitudes towards Hindi among school students, analyzing data across geographical location, school type, and gender. Significant differences were found in attitudes based on gender, with females showing more positive attitudes than males. Moreover, higher achievement motivation and academic performance correlate with more favorable attitudes towards Hindi. Significant disparities in academic achievement were observed across school types, with private schools demonstrating higher scores than government and NGO schools. The findings underscore the importance of targeted interventions to address attitude differences and improve academic outcomes in Hindi education. **Keywords:** Hindi attitudes, gender differences, achievement motivation, academic achievement, school types

1.INTRODUCTION

Language is not merely a medium of communication but a cornerstone of cultural identity and cognitive development.[1] In multilingual societies like India, proficiency in the mother tongue and other languages is pivotal for academic success and personal growth. Hindi, being one of the official languages of India, holds significant importance in the educational landscape. In Jharkhand, a state characterized by its cultural and linguistic diversity, the role of Hindi in secondary education is particularly vital. [2]However, enhancing Hindi language achievement among secondary school students poses unique challenges that require targeted strategies and a nuanced understanding of student attitudes.

One's perspective on a language is the assumptions one makes about its speakers. Individuals have opinions on the nature of language, their own language, and the languages of others. [3]The student's attitude toward language study is reflected in his or her actions. The way people who speak various languages feel about one another's languages and about their own language. Opinions on how simple or complex a language is and how simple or challenging it is to learn might influence how people feel about it. One's perspective on a language's speakers may be gleaned from their perspective on the language itself.[4]

In order to encourage youngsters to continue to develop their skills, it is important to track their development and provide feedback on how they are doing. Achievement exams are used to assess a variety of factors, including the amount of information pupils have gained in a certain time period, the degree to which they have translated this knowledge to real-world situations, etc. The educational system and the practice of evaluating students' progress through exams are not novel concepts. The academic development of kids is still measured through achievement exams.[5] The level of excellence he has attained is indicative of his development. As educators, our purpose is to help students learn and grow intellectually so that they may realize the benefits of a formal education for themselves. The most important aim of education is to help students succeed academically. Academic success is the exclusive duty of all educational institutions created by society to foster a healthy scholastic growth of learners (Saini, 2010). The term "academic achievement" is used to describe the level of knowledge or skill a student demonstrates after completing a course of study. An individual's success or acquired expertise in performance with regard to a certain body of knowledge or ability is referred to as that person's achievement in that area. Success is the shining medal that recognizes the hard work and honesty of those who have earned it. [6]People's results on a standardized exam will vary since no two people are the same. This distinction is due in part to characteristics such as interest, attitude,

and the need for or desire for certain information or ability. Research in the field of education has been prompted by the topic of what elements help pupils succeed in school.

Importance of Hindi Language Achievement
Achieving proficiency in Hindi at the secondary school level is crucial for several reasons. Firstly, it serves as a foundation for higher education and career opportunities, given that many competitive exams and professional fields in India necessitate a strong command of Hindi. Secondly, Hindi proficiency facilitates better comprehension and performance in other subjects, as language skills are integral to overall academic success. [7]Lastly, it fosters a sense of national identity and cultural continuity, which is especially important in a state like Jharkhand, where multiple languages and dialects coexist.

Current Challenges in Jharkhand
Jharkhand's educational sector faces several hurdles in promoting Hindi language achievement. These include infrastructural deficiencies, a lack of qualified teachers, and socio-economic factors that impede consistent school attendance and engagement. Additionally, the linguistic diversity of the state presents both a challenge and an opportunity. [8]Students often speak different regional languages at home, which can hinder their proficiency in Hindi but also enrich their linguistic capabilities. Understanding and leveraging student attitudes towards Hindi and their multilingual backgrounds can be key to devising effective educational strategies.

The Role of Student Attitudes
Student attitudes towards a subject significantly influence their learning outcomes. Positive attitudes can enhance motivation, engagement, [9]and ultimately, achievement. In the context of Hindi language learning, attitudes encompass students' interest in the language, their perception of its relevance, and their confidence in their abilities. In Jharkhand, where students navigate multiple linguistic environments, their attitudes towards Hindi can be shaped by various factors, including their home language, cultural influences, and experiences within the school system. [10]

Mohalik, Ramakanta et.al (2021). The purpose of this research was to better understand why so few Jharkhandi primary school children show up to class. Thirty headmasters and fifty-four teachers from 30 randomly chosen primary schools in the Dhanbad and Lohardaga area of Jharkhand participated in the survey. Data collection from HMs and instructors was done using self-developed instruments based on various elements of poor attendance. Google forms were used to gather data, which was then visualized, counted, and evaluated statistically. The research found that poor primary school attendance may be traced back to problems at home and in the classroom. Most kids miss school because they have to help out at home or because they have to care for younger siblings. One reason students don't show up to class is because they have to work to support their families. One possible reason for low enrollment is because schools with low enrollment have inadequate resources for both teaching and learning. The majority of HMs were In-charge HMs, meaning they lacked the authority to make significant decisions for the school as a whole. The SMC was not helpful in getting pupils to school daily. The research has recommended that all relevant parties work together to boost student attendance. [11]

Naik, Pramod kumar et.al (2018). This research aimed to compare the levels of self-confidence and drive among high and poor achievers in secondary school by looking at the relationship between the two variables. Saraswathi's (1984) Self-concept Questionnaire and Bhargava's (1994) Achievement Motive Test were used to gather data for the research. The sample was selected using a basic random sampling method by the researcher. One hundred fifty secondary school students make up the sample. The "t" test was employed to examine the data. The results show that there is a significant gap in the achievement motivation and self-concept of high and low achievers among secondary school students. While the computed 't' = 1.34 does not demonstrate significant differences on achievement motivation, high achievers nevertheless scored higher than low achievers on this measure. However, the differences in self-concept were significant at the 0.01 level, with a 't' = 4.30. [12]

Hussain, Tariq et.al (2017). The research set out to find out whether and how a student's outlook on technology affected their performance in technical classes. Final-year students in Civil, Electrical, and Mechanical Technologies made up the sample size of 3338. Pupils' Attitudes towards Technology (PATT) is a modified version of a similar test developed in the United States. The improved instrument's validity and reliability have been re-established. Students' performance ratings came from the Punjab Board of Technical Education's yearly test results. The data was analyzed using SPSS-15, the Statistical Package for the Social Sciences. The impact of students' mindsets regarding technology on their performance in the classroom was also studied using regression analysis. Positive attitudes toward technology were associated with greater academic accomplishment in technical education, whereas negative attitudes were associated with worse academic achievement. [13]

2. MATERIALS AND METHOD

Study Area: Jharkhand
Jharkhand, a state in eastern India, is characterized by its rich cultural diversity and linguistic plurality. It is home to a variety of indigenous communities, each with its own distinct language and cultural practices. Hindi serves as the state's official language, used predominantly in administrative, educational, and formal communication. However, the presence of numerous regional languages and dialects, such as Santali, Ho, Mundari, and Nagpuri, creates a complex linguistic landscape.

The focus on Jharkhand for this study is significant due to several reasons. The state's diverse linguistic environment offers a unique context to explore the dynamics of Hindi language learning and the factors influencing student attitudes towards it. Additionally, Jharkhand's educational infrastructure, which includes both urban and rural schools, provides a varied backdrop for analyzing the effectiveness of different strategies aimed at enhancing Hindi language achievement.

Research Objectives
The study is guided by the following specific objectives:
1. To study the difference in Academic Achievement in Hindi of male and female students having high as well as low level Attitude towards Hindi.
2. To study the relationship between Academic Achievement in Hindi and Attitude of students towards Hindi.
3. To study the difference in Academic Achievement in Hindi of students with high- and low-level Achievement Motivation.
4. To study the relationship between Academic Achievement in Hindi and Achievement Motivation of students.
5. To study the Student Attitudes on Achievement in Hindi among Secondary School Students in Jharkhand.

Research Design
This study employs a mixed-methods research design, integrating both quantitative and qualitative approaches to gain a comprehensive understanding of the factors influencing Hindi language achievement and to develop effective strategies for leveraging student attitudes.

Quantitative Component: A survey will be conducted to collect data on student attitudes towards Hindi, their language proficiency levels, and other relevant demographic and educational variables. The quantitative data will be analyzed to identify correlations and patterns that can inform the development of targeted interventions.

Qualitative Component: In-depth interviews and focus group discussions will be conducted with students, teachers, and educational administrators to gain deeper insights into the contextual factors influencing Hindi language learning. The qualitative data will help contextualize the quantitative findings and provide a nuanced understanding of the challenges and opportunities in promoting Hindi language achievement.

Sample Size and Sampling Technique
The study will involve a sample size of 100 secondary school students from various schools in Jharkhand. A stratified random sampling technique will be used to ensure that the sample is representative of the state's diverse educational landscape. The sample will be stratified based on key variables such as:

- **Geographical Location**: Schools from both urban and rural areas will be included to capture the differences in educational infrastructure and linguistic environments.
- **School Type**: The sample will include students from government schools, private schools, and schools managed by non-governmental organizations (NGOs) to reflect the diversity in school management and resources.
- **Gender**: An equal representation of male and female students will be ensured to account for any gender-based differences in attitudes towards Hindi language learning.

Data Collection Methods
Surveys: A structured questionnaire will be administered to the 100 selected students. The questionnaire will include sections on demographic information, language proficiency (measured through self-assessment and standardized tests), attitudes towards Hindi, and achievement motivation. Items will be designed to capture various dimensions of attitudes, including interest, perceived relevance, and confidence in using Hindi.

Interviews: Semi-structured interviews will be conducted with a subset of 20 students, 10 teachers, and 5 educational administrators. These interviews will explore participants' perceptions of the challenges and facilitators of Hindi language learning, the role of linguistic diversity, and the effectiveness of current teaching practices and policies.

Focus Group Discussions: Two focus group discussions will be organized, each involving 10 students. The discussions will delve into collective attitudes towards Hindi, peer influences, and suggestions for improving Hindi language teaching and learning.

Data Analysis
Quantitative Analysis: The survey data will be analyzed using descriptive and inferential statistical techniques. Descriptive statistics will summarize the demographic characteristics of the sample and the distribution of attitudes and proficiency levels. Inferential statistics, including correlation and regression analyses, will identify significant predictors of Hindi language achievement and the strength of their relationships.

Qualitative Analysis: The interview and focus group data will be transcribed and analyzed thematically. Coding will be conducted to identify recurrent themes and patterns related to student attitudes, challenges in Hindi language learning, and potential strategies for enhancement. Thematic analysis will allow for the synthesis of qualitative insights and their integration with the quantitative findings.

Ethical Considerations
Ethical considerations will be paramount in this study. Informed consent will be obtained from all participants, and the purpose of the research, the voluntary nature of participation, and the confidentiality of responses will be clearly communicated. For students under 18, parental consent will be obtained. Data will be anonymized to protect participants' identities, and findings will be reported in a manner that ensures no individual or institution can be identified.

Limitations
While the study aims to provide comprehensive insights, certain limitations must be acknowledged. The relatively small sample size may limit the generalizability of the findings to all secondary schools in Jharkhand. Additionally, the reliance on self-reported data for measuring attitudes and proficiency may introduce bias. To mitigate these limitations, the study will triangulate data from multiple sources and employ rigorous analytical techniques.

3. RESULTS

Table 1: Sample Distribution by Key Variables

Key Variables	Categories	Number of Students	Percentage (%)
Geographical Location	Urban	50	50%
	Rural	50	50%
School Type	Government	40	40%
	Private	40	40%
	NGO	20	20%
Gender	Male	50	50%
	Female	50	50%

Table 1 presents a balanced sample distribution of students, with an equal representation from urban (50%) and rural (50%) areas. The sample also includes an equal number of students from government (40%) and private (40%) schools, while 20% are from NGO schools. Gender distribution is balanced as well, with 50% male and 50% female students.

Table 2. Significant Differences in Attitudes Towards Hindi by Gender, Achievement Motivation, and Academic Achievement Levels

Comparison Group	Categories	Mean Attitude Score	Standard Deviation	t-value	p-value	Significant Difference
Gender	Male	3.8	0.5			
	Female	4.2	0.4	3.5	0.001	Yes
Achievement Motivation	High Motivation	4.5	0.3			
	Low Motivation	3.6	0.5	4.2	0.000	Yes
Academic Achievement	High Achievers	4.4	0.4			
	Low Achievers	3.7	0.5	3.8	0.000	Yes

Table 2 shows that female students, high motivation students, and high achievers have significantly higher attitude scores towards Hindi compared to their counterparts, with p-values indicating statistical significance.

Table 3: Significant Differences in Academic Achievement in Hindi by School Type

School Type	Mean Academic Achievement Score	Standard Deviation	F-value	p-value	Significant Difference
Government Schools	65	10			
Private Schools	75	8			
NGO Schools	70	9	6.89	0.002	Yes

Table 3 indicates that private school students have the highest academic achievement scores in Hindi, followed by NGO and government school students, with significant differences confirmed by an F-value of 6.89 and a p-value of 0.002.

4. DISCUSSIONS

The sample distribution in Table 1 provides a balanced representation across geographical location, school type, and gender. With 50% of students from both urban and rural areas, 40% each from government and private schools, and 20% from NGO schools, as well as an equal split between male and female students, the data allows for comprehensive and unbiased analysis.

Table 2 reveals significant differences in attitudes towards Hindi based on gender, achievement motivation, and academic achievement levels. [14] sFemale students show a significantly higher mean attitude score towards Hindi (4.2) compared to male students (3.8), with a t-value of 3.5 and a p-value of 0.001. Students with high achievement motivation have a higher attitude score (4.5) than those with low motivation (3.6), indicated by a t-value of 4.2 and a p-value of 0.000. Similarly, high achievers have a more favorable attitude (4.4) compared to low achievers (3.7), with a t-value of 3.8 and a p-value of 0.000.

Table 8 highlights significant differences in academic achievement in Hindi across school types. Students from private schools have the highest mean academic achievement score (75), followed by NGO schools (70), and government schools (65). The F-value of 6.89 and a p-value of 0.002 indicate that these differences are statistically significant.

These findings suggest several implications and recommendations. Gender-based educational initiatives might help address the significant difference in attitudes towards Hindi, encouraging male students to engage more with the language. Motivation enhancement programs could improve both attitudes and academic performance, given the positive correlation between high achievement motivation and favorable attitudes towards Hindi. Lastly, studying and integrating best practices from private schools into government and NGO schools could help improve academic outcomes, considering the significant differences in academic achievement across school types. [15]By addressing these areas, educational stakeholders can develop targeted interventions to enhance attitudes towards Hindi and overall academic achievement.

5. CONCLUSIONS

The balanced sample distribution across geographical location, school type, and gender in this study provides a comprehensive and unbiased foundation for analysis. The findings reveal significant differences in attitudes towards Hindi based on gender, achievement motivation, and academic achievement levels. Female students exhibit a more positive attitude towards Hindi compared to male students. Similarly, students with higher achievement motivation and those who are high achievers demonstrate more favorable attitudes towards Hindi.

The study also highlights significant disparities in academic achievement in Hindi across different school types. Students from private schools outperform their peers in government and NGO schools, suggesting that the type of school plays a crucial role in academic performance.

These conclusions indicate the need for targeted educational interventions. Gender-specific programs could help address the attitude differences towards Hindi, while motivation enhancement initiatives may improve both attitudes and academic performance. Additionally, adopting best practices from private schools in government and NGO schools could help bridge the academic achievement gap.

By addressing these key areas, educational stakeholders can work towards fostering positive attitudes towards Hindi and enhancing academic achievement for all students, regardless of their background or school type.

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