Impact of Medium of Education on Academic Achievement on the Students of Primary School

CHHAYA DAMOR
Principal,
Matushri Lalita Ba B.Ed. College, Modasa
Gujarat (India)

1. Introduction

Medium of instruction is a controversial issue is India as it is a multilingual country and has a rich traditional history. There is more than one option for the medium of instruction in the country such as Hindi as the national language of the country, English as the language of Ex-masters and mother tongue as the people living in different parts of the country speaks different languages. In Gujarat, Gujarati is the regional language and government has given the status of first language where as national language and the foreign language i.e. Hindi and English hold secondary position. English naturally comes next to mother tongue. But as explained above, English becomes important and necessity of English is increasing. In any field of education or technology, we can't walk without English. That's why there is a craze of parents to educate their child in English medium.

2. Objective

Objective of the present study is asunder.

1. To study the impact of Education on academic achievement in Environment Subject with reference to area and gender.

3. Hypotheses of the Study

1. There would be no significant effect of medium of instruction on mean score of academic achievement of standard 6th students.
2. There would be no significant effect of area on mean score of academic achievement in environment subject.
3. There would be no significant effect of gender on mean score of academic achievement in environment subject.

4. Definition of the key terms

Following definitions were theoretically and operationally defined in present study.

- A Comparative Study
- Academic Achievement
- Students
- Gujarati as a medium of instruction
- English as a medium of instruction
- Variable

5. Research Method

The method of the present study was Descriptive Research Method. Survey Study Method was used in Descriptive method.

6. Population and sample of the study

The population of present study consists all primary schools of Himmatnagar District. In the present study, 25 students of Gujarati medium and 25students of English medium schools from rural and urban areas are selected as the sample.

7. Construction of tool

For the present study, investigator had decided to construct his own achievement test for Environment subject. It contains 25 marks. Researcher has followed necessary steps were followed by the researcher.

8. Testing of Null Hypotheses

To check the effect of Medium of instruction academic achievement of standard 9th students of Gujarat state, self-constructed achievement test was administered on environment subject. . The row score were entered in to M. S. Excel sheet and necessary statistical calculations were calculated, following null hypothesis were formed.

Ho$_1$: There would be no significant effect of Medium of instruction on mean score of academic achievement on environment subject.

This hypothesis was tested by t-test. Obtained t–value is 2.96 which is more than the table value 1 which is significant at 0.01 level. Therefore, null hypothesis is rejected and it is concluded that there is a significant difference between the mean scores of attitude of Gujarati medium and English medium students on mean score of academic achievement of Environment subject.

Ho$_2$: There would be no significant effect of area on mean score of academic achievement in Environment subject.

This hypothesis was tested by t-test. Obtained t–value is 4.52 which is more than the table value 1 which is significant at 0.01 level. Therefore, null hypothesis is rejected and it is concluded that there is a significant difference between the mean scores of attitude of Gujarati medium and English medium students on mean score of academic achievement of Environment subject.

Ho$_3$: There would be no significant effect of Gender on mean score of academic achievement in Environment subject.

This hypothesis was tested by t-test. Obtained t–value is 1.30 which is less than the table value which is not significant at 0.01 levels. Therefore, null hypothesis is accepted and it is concluded that there is no significant difference between the mean scores of achievement of Gujarati medium and English medium students on mean score of academic achievement of Environment subject.

9. Recommendations

- Primary education should be in mother tongue with English as a subject
- Slowly and gradually some major subjects from class three onward would be in English
- English would be taught right from class one as a functional langue
- Special training program would be designed for teachers to enhance their mastery in English language this would help them to teach comfortably to students in English language from grade six and onwards
- Assistance from Media creating the atmosphere for learning English language.
- Teachers should be appointed on the basis of their mastery in English language.

- Special programs like seminars, refresher courses and conferences would be arranged for the developing the healthy atmosphere for the English language.

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