



A Study of Educational Problems of Sindhi Medium Students of Secondary Schools in Relation to their Educational Achievement

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1. Introduction

Education is the important part of life. In fact “Education” is the only way that differs human being from other living beings. The main part of the education exists in the school level, which is called the base of any learning. Whatever is taught at primary and secondary level that becomes a link of future learning for a student. Before some years, the school education was given in different language which was carried as the base language for the student for his complete study. Now a day mainly three languages are used to give major part of education. Here problem arises for an education which is given in different language during primary level and suddenly the student has to opt different language for secondary level. The same problem arises with Sindhi Medium students. They get their primary education in Sindhi Language and have to choose different language to get secondary education. Primary education of Sindhi Medium includes other languages too but as a subject of second level language.

In the very beginning, students were getting books and question papers as well as other reference books in Sindhi Language but from the year 2011 there was a sudden change in the system of education board and books, papers as well as reference books started to get published in only three languages, i.e. Gujarati, Hindi and English.

This sudden rectification made such a change on students that their progress went on declining. This brief explains the reasons behind declining result of Sindhi Medium students.

2. Statement of Problem

By statement of problem field of research is cleared. Here statement selected for study is as follows:

A study of educational problems of Sindhi Medium Students of Secondary Schools in relation to their Educational achievement.

3. Objectives of the Study

The objectives of the research project summarize what is to be achieved by the study.

- To study the problems of Sindhi Medium students.
- To study the problems faced by students of STD.: 9th of Sindhi Medium.

4. Hypothesis of the Study

Hypothesis of the study are as follows:

Ho₁: There will be no significance difference between mean scores of problems of high and middle achiever girls’ students of STD.: 9th

Ho₂: There will be no significance difference between mean scores of problems of high and low achiever girls’ students of STD.: 9th

5. Importance of the Study

In the present study, it is very important to know Educational problems of Sindhi medium students. If it is to be checked either they will have to face the problem or will get some of the solution.

- To know the problems of Sindhi Medium Students.
- To know the effect of area on problems of Sindhi medium students.
- To know the effect of unavailability of reference books for Sindhi Medium students.
- To know the effect of less career opportunities for Sindhi medium students.
- To know the effect of unfortunate or deprived result of Sindhi medium students due to non – availability of proper guidance.

6. Limitations of the Study

Following are the limitations of the study:

- Result of the study is applicable to the students of secondary schools only.
- Research is applicable to Sindhi medium schools only.
- The study is applicable to educational problems of standard 9th only.
- Research is applicable to ‘Ahmedabad’ city of Gujarat only.

7. Origin of a problem

Many students are still studying in Sindhi Medium Schools. They face many problems like lack of Reference Books, Non – availability of textbooks in the market in Sindhi language, etc.... being a Sindhi medium student, I can understand these problems very well. I have completed my whole schooling from Sindhi medium and faced all these problems and today the same problem persists. It will be nothing wrong to say that the educational problem of Sindhi medium students has been worse than the worst. Here, the problem originated and I thought to research on the topic of educational problems of Sindhi medium students.

8. Population of the study

In the present study the Sindhi Medium Students of Secondary Section of Ahmedabad City are the target population for research.

9. Sampling or Sample Selection

In the present study the researcher has taken population as a sample and on it the research procedure is carried out. And that’s why the result of the research will be applied on the population.

The selection of a sample time, energy and money can be used in a better way. The work can be accomplished speedily. The research planning can be well developed. In the present study the sample consists of 126 students of secondary school of Ahmedabad.

The researcher took 126 students from the Secondary Section of these Schools.

From those 126 students, 60 were boys and 66 were girls’ students.

10. Research Methodology

The researcher found this method appropriate for the present study. Therefore, survey method was selected which was limited to Ahmedabad District.

11. Tools of the study

The researcher has used “Questionnaire” to collect the data.

12. Data Collection

The researcher on the fixed date and time went to different schools and gave the questionnaire and instructions to the sample (Sindhi Medium Students). The researcher talked to the students and took them in confidence and explained them that the given Questionnaire is not connected to their result or

internal marks but it is only for the purpose of research work. The students then responded as per the instruction and thus the data was collected from sample of study with the help of standardized questionnaire tool.

13. Statistical techniques

The statistical techniques like mean, Standard Deviation and t – test were applied to analyze the raw data into a meaningful manner.

Quartile – 1(Q1) and Quartile – 3(Q3) is also calculated to classify the student according their achievement.

14. Classification of the Data

Table 1: Classification of 9th Standard students according to their Achievement (Low, Middle and High)

std : 9th (Boys)			std : 9th (Girls)		
CLASS	Fi	cfi	CLASS	Fi	cfi
40-44	0	0	40-44	1	1
45-49	11	11	45-49	8	9
50-54	9	20	50-54	8	17
55-59	2	22	55-59	2	19
60-64	2	24	60-64	6	25
65-69	1	25	65-69	0	25
n	25		n	25	
Q1	47.34		Q1	47.78	
Q3	53.81		Q3	58.88	

Students of STD.:9th are distributed according to their educational achievement (educational result). There are total 50 students in 9th std, (25 Girls students and 25 Boys Students). Q1 of 9th STD. girls is 47.8 and Q1 of 9th STD. boys is 47.4, whereas Q3 of Girls and Boys Students of STD.: 9th is 58.9 and 53.81 respectively.

Table 2: Distribution of STD.:9th Students (Girls and Boys) into three categories of Achievement (High, Middle and Low)

Level	Boys	Girls	Total
Low	7	7	14
Middle	13	12	25
High	5	6	11
Total	25	25	50

Students of STD.: 9th are distributed according to their educational achievement. The students, who have got less percentage that the calculated Q1, they are categorized in Low Achievement Category and the students who have secured more percentage than calculated Q3, have been categorized in High category.

The students whose educational result is between calculated Q1 and Q3, are categorized as Middle achievers.

Comparison of the data as per Hypothesis

The comparison of the data according to hypothesis is as under:

Ho1: There will be no significance difference between mean scores of problems of high and middle achiever girls’ students of STD.: 9th

Table 3:Significant difference between mean scores of high and middle achiever girls students of STD.: 9th

Variable	Mean	SD	M1 - M2	SED	t - value	Level of Significant
high achiever girls	61.17	1.47				
middle achiever girls	61.25	2.83	0.08	1.01	0.079208	Not Significant

Given table shows that the t – value is 0.079208, which is less than the t – table value at 0.01 level which is 2.58 and 0.05 level which is 1.96. It means the hypothesis Ho1 is not rejected. It reflects that there is no significant difference between the mean score of problems of high achiever and middle achiever girls students of STD.:9th. Thus it may be concluded that the girls student of both the level possess equal problems.

Ho2: There will be no significance difference between mean scores of problems of high and low achiever girls’ students of STD.: 9th Significant difference between mean scores of problems of high and low achiever girls students of STD.: 9th

Table – 4

Variable	Mean	SD	M1 - M2	SED	t - value	Level of Significant
high achiever girls	61.17	1.47				
low achiever girls	62.285	3.59	1.115	1.48	0.753378	Not Significant

Given table shows that the t – value is 0.753378, which is less than the t – table value at 0.01 level which is 2.58 and 0.05 level which is 1.96. It means the hypothesis Ho2 is not rejected. It reflects that there is no significant difference between the mean score of problems of high achiever and low achiever girls students of STD.:9th. Thus it may be concluded that the girls student of both the level possess equal problems.

15. Findings of the Study

In the backdrop of analysis and interpretation of the results of the present study, the findings are as follows:

☞ In the comparison of High and Middle Achiever girls students of STD.:9th, no significant difference is seen in their mean score of problems of their educational achievement.

☞ In the comparison of High and low Achiever girls students of STD.:9th, no significant difference is seen in their mean score of problems of their educational achievement.

16. Suggestions of the Study

The researcher has made the following suggestions:

16.1 Suggestions for teacher

- Teacher should consider individual difference in classroom.
- Teacher should have positive attitude.
- Teacher should use socio metric method in class.
- Teacher should devote time for individual student.
- Teacher should allow their student to develop interpersonal relationship with other students.
- Teacher should use latest technology like Computers along with academic utilities.

- Teachers should not always pressurize student for study.
- Some flexibility should be given to the students to set their own time – table.
- Teachers should be guide, friend and philosopher for student.

16.2 Suggestions for school

- Special adjustment training programs should be conducted for students whose achievement is low.
- Special adjustment training programs should be conducted for students whose achievement is medium.

17. New areas of further research

- The sample size for the study of secondary students can be enhanced for greater achievement.
- The present study is based on variables i.e. high achievement, low achievement and middle achievement. It can be studied on other variables like age, caste etc.....
- U The present study may be undertaken at different levels as pre – primary, primary, higher secondary or higher educational levels.
- The present study may be undertaken to find out the rason of declining the Sindhi medium schools.

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