



A Study of Hindi Reading Ability among the Primary School Students

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1. Introduction

In India, the main documented cause of stress among school children and adolescents is parents' high educational expectations and pressures of academic achievement. A school-going child faces many problems in learning Hindi. The students are very familiar in speaking and listening Hindi though Hindi is the mainly use in Movie and TV programmes. Hindi being a third language and introduced as a third language in India, poses many problems to the learners in the process of learning it. Practice is one of the most important obstacles to Hindi learning. As it is a new and particular language, the children face difficulties in learning the pronunciation, sentence, structure, grammar, vocabulary and other aspects of Hindi language. Though the students whose Mother tongue is not Hindi interference is the main problem for the children. It becomes very difficult for them to acquire the four basic skills of Hindi language. The students whose medium of instruction is the regional language will be more anxious than others in learning Hindi language.

It has been observed that some students in classrooms experienced disinterested in Hindi language. Hindi is our national language so one should have knowledge of Hindi. So researcher has decided to study on ability of Hindi reading of primary students

2. Statement of Problem

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3. Objectives of the study

The main objectives are as follows

1. To study Hindi reading ability of the primary students.

2. To study Hindi reading ability of primary students in context to gender.
3. To study Hindi reading ability of primary students in context to Medium of the school.

4. Variables of the Study

In present research the researcher has used dependent and independent variables.

The dependent variables are Hindi reading ability and the independent variables are Gender and medium of instruction.

5. Hypothesis of the Study

- Ho₁** There is no significant difference between mean score of boys and Girls on Hindi reading ability test.
- Ho₂** There is no significant difference between mean score of students of Gujarati and English medium on Hindi reading ability test.

6. Importance of the Research

- This research will help students to improve their ability of Hindi reading.
- This research will help parents to improve their child's reading ability.
- Educational implications of this research will guide parents, school and society.
- This research will guide school to increase reading ability of their students.

7. Limitations of the Research

The limitations of the present research are as under

- This research is limited to primary school students of Patan City.
- This research is limited to the primary school students of year 2018-19.

8. Population and Sample

All the students studying in Primary schools of Patan city are the Population of present research. From the population researcher has selected 150 students by stratified random sampling technique.

9. Tool of the Research

Researcher has used standardize tool prepared by Dr. H. K. Patel .The reliability of this tool is 0.68 and the validity is 0.72.

10. Research Method

In present research the researcher has used survey method.

11. Statistical Techniques

In present research data had analysed by mean, standard deviation and t test.

12. Testing of Hypothesis

Ho₁ There is no significant difference between mean score of boys and Girls on Hindi reading ability test.

Group	Mean	S.D.	SED	t value	Significant level
Boys	24.36	7.45	3.25	2.04	0.05
Girls	29.65	9.25			

From the above table we can see that t value is 2.04 which is higher than table value at 0.05 level that is 1.96 so here null hypothesis is rejected. We can say that there is significant difference between boys and girls in Hindi reading ability the mean score of girls are higher than boys so we can say that in Hindi reading ability the girls are superior than boys .

Ho₂ There is no significant difference between mean score of students of Gujarati and English medium on Hindi reading ability test.

Group	Mean	S.D.	SED	t value	Sig. level
Gujarati medium	22.35	4.25	1.24	2.77	Significant at 0.01
English medium	25.78	6.98			

From the above table we can see that t value of Gujarati and English medium primary students is 2.77 which is more that table value at 0.01 level so here the null hypothesis is rejected. The

mean score of English medium students are higher than Gujarati medium students so we can say that Hindi reading ability of English medium students are higher Gujarati medium students.

13. Educational Implications

To increase Hindi reading ability following suggestions are suggested by the researcher

- In school library more Hindi books should be there.
- Show Hindi cartons to the child
- Celebration of Hindi day should be there in the school.
- In homework teacher should give reading of Hindi story books.
- Teacher must talk with the students in Hindi in lecture of Hindi.

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