A Study of Hindi Verbal Ability of 11 to 13 year age Students

MS. RINKI SINGH
Research Scholar,
Department of Education,
Kadi Sarva Vishwavidyalaya, Gandhinagar

DR. SANJAY GUPTA
Lecturer in Selection Grade
Department of Education,
Kadi Sarva Vishwavidyalaya, Gandhinagar
Gujarat (India)

Abstract:

No child is waste but our education system labels some children to be bright and others as poor or duffers. This is because of a faulty education system.

Here, to address this problem, it is essential to understand the inherent aptitude and abilities of each child which includes mechanical, numerical, psychomotor, verbal ability. Investigators have taken up this study to assess the Hindi verbal abilities of 11-13 years old age students with the help of self constructed test. It was found that gender and area affect the level of their Hindi Verbal Ability. This is detailed out in the paper.

Keywords: *Education system, Hindi Verbal Ability*

1. Introduction

Today we live in a world where because of unprecedented change, shifting demographics, technological changes and economical globalization, jobs and needs are created and dissolved simultaneously. Due to explosion of knowledge we know that for professionals their present knowledge and skills may become out of date in four-five years, or less then it. Thus education alone is not enough for anyone to prepare their self to make a stand in changing world.

The challenges and changes of world will restrict to make accurate choice about the knowledge and skills to development now and in the future. So it is more important for one that not think about how best contribution but have to think and to understand that what the best he contributing to.

Therefore, it is important to know about self. This awareness helps student to identify their talent self - satisfaction.

But this is not simple process for talented students. There are many ways to know about self like; ability tests, achievement tests, various competitions, objective assessment, continuous assessment, interpretation etc. physiological parameters. These all explains the result and useful in the implication for work. A good time to perform such an assessment is in higher Primary, secondary or higher secondary level of schools because this is a stage where a student has to make a choice about their career. Therefore, researcher decided to conduct a study in the field of the Hindi Verbal Ability because Hindi language is a much sought after subject these days.

2. Objectives

In present study researcher stated objectives of study as under.

1. To construct and standardized of Hindi verbal ability Test for school students.

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2. To study comparative effect of gender on Hindi verbal ability score of school students.
3. To study comparative effect of age group on Hindi verbal ability score of school students.
4. To study comparative effect of area on Hindi verbal ability score of school students.

3. Hypotheses of Study

Ho_1 There will be no significant difference between the mean score of 11 years old urban and rural area school students on Hindi Verbal ability test.

Ho_2 There will be no significant difference between the mean score of 11 years old boys and girls school students on Hindi Verbal ability test.

Ho_3 There will be no significant difference between the mean score of 11 years old urban area boys and girls school students on Hindi Verbal ability test.

Ho_4 There will be no significant difference between the mean score of 11 years old rural area boys and girls school students on Hindi Verbal ability test.

Ho_5 There will be no significant difference between the mean score of 11 years old urban and rural area boys school students on Hindi Verbal ability test.

Ho_6 There will be no significant difference between the mean score of 11 years old urban and rural area girls school students on Hindi Verbal ability test.

Ho_7 There will be no significant difference between the mean score of 12years old urban and rural area school students on Hindi Verbal ability test.

Ho_8 There will be no significant difference between the mean score of 12 years old boys and girls school students on Hindi Verbal ability test.

Ho_9 There will be no significant difference between the mean score of 12 years old urban area boys and girls school students on Hindi Verbal ability test.

Ho_{10} There will be no significant difference between the mean score of 12 years old rural area boys and girls school students on Hindi Verbal ability test.

Ho_{11} There will be no significant difference between the mean score of 12 years old urban and rural area boys school students on Hindi Verbal ability test.

Ho_{12} There will be no significant difference between the mean score of 12 years old urban and rural area girls school students on Hindi Verbal ability test.

Ho_{13} There will be no significant difference between the mean score of 13 years old urban and rural area school students on Hindi Verbal ability test.

Ho_{14} There will be no significant difference between the mean score of 13 years old boys and girls school students on Hindi Verbal ability test.

Ho_{15} There will be no significant difference between the mean score of 13 years old urban area boys and girls school students on Hindi Verbal ability test.

Ho_{16} There will be no significant difference between the mean score of 13 years old rural area boys and girls school students on Hindi Verbal ability test.

Ho_{17} There will be no significant difference between the mean score of 13 years old urban and rural area boys school students on Hindi Verbal ability test.

Ho_{18} There will be no significant difference between the mean score of 13years old urban and rural area girls school students on Hindi Verbal ability test.

4. Variables

4.1 Dependent Variables
Hindi Verbal Ability Test Score

4.2 Independent variables
Area, sex and age group were taken as independent variables

4.3 Abbreviations
HVAT= Hindi   Verbal Ability Test

5. Design of the Study
Survey method of the research was used in the present study.

5.1 Population
The students of age group from 11 to 13 years old school students studying in geographical area of Gujarat state with medium of instructions Hindi only formed the population for the present study.

5.2 Sample
In the present research all the Gujarat state was divided in the five parts. The Stratified Random Cluster sampling was used for the sample selection. From the selected school classes were selected randomly and all present students of selected class were included in samples for practical convenience. At the beginning it was decided to collect sample of 3580. But due to rejection of some samples at a later stage only 3285 samples could be taken for the data analysis.

5.3 Tool
A self constructed Hindi Verbal Ability test was used to study the Hindi   verbal ability test in the Gujarat state. After construction of the first draft, it was reviewed by the experts and finalized after piloting on 285 teachers. Final test contained the 20 items on the Hindi Verbal ability.

6. Data Collection
From pre piloting test to final test researcher personally visited the selected schools all over Gujarat to collect data. Plan for data collection was scheduled in working days of school.

Written permissions for testing were taken from principal of schools. During each testing schedule, researcher tried to maintain uniform conditions like sitting arrangement, instruction explanation and timing of test. Test booklets were checked regularly to cancel such test booklets in which students marked answer or any undesirable marking.

After the collection of data, data was statistically analyzed for checking the hypothesis of the study using the t values. The reliability of test was established using test-retest method and split-half method. Validity of test was established by using Face validity, Content validity and Concurrent validity. Answer Keys were prepared and used for scoring. After application of Hindi Verbal Ability test, scores of ability test were derived. The score was derived from answer sheets, showing marking for correct answers only. Hypotheses were tested after analysis of data using different statistics. Area, Gender and Age norms were established for Hindi Verbal Ability test. Measures of Central Tendency, Standard Deviation, C.R. and F test were calculated.

7. Data Analysis and Interpretation
Objective I: To study the comparative effect of Gender and Area and Age on the Hindi Verbal Ability of school students.

Under this objective different hypothesis were formulated and were tested using the significance of difference between mean scores using t-ratio. Result of analysis is listed in table 1.1.

Table 1.1: Mean, SD and t Value of 11, 12 And 13 Years old Urban and Rural Area School Students on Hindi Verbal Ability Test

Sr.	Ho	Area/gender	Age	Number	Mean	SD	t Value	SED	Remarks
1	Ho_1	Urban	11	297	9.33	2.41	0.27	0.180	Accepted
		Rural	11	474	9.38	2.46			
2	Ho_2	Boys	11	397	9.44	2.37	1.3	0.177	Accepted
		Girls	11	274	9.21	2.16			
3	Ho_3	U Boys	11	169	9.44	2.6	0.78	0.280	Accepted
		U Girls	11	128	9.22	2.22			
4	Ho_4	R Boys	11	228	9.46	2.59	1.14	0.218	Accepted
		R Girls	11	246	9.21	2.11			
5	Ho_5	U Boys	11	169	9.44	2.6	0.076	0.263	Accepted
		R Boys	11	228	9.46	2.59			
6	Ho_6	U Girls	11	128	9.22	2.22	0.042	0.238	Accepted
		R Girls	11	246	9.21	2.11			
7	Ho_7	Urban	12	527	9.73	2.21	0.83	0.113	Accepted
		Rural	12	644	9.62	2.27			
8	Ho_8	Boys	12	696	9.54	2.27	1.49	0.134	Accepted
		Girls	12	475	9.74	2.23			
9	Ho_9	U Boys	12	295	9.81	2.25	0.46	0.194	Accepted
		U Girls	12	232	9.72	2.18			
10	Ho_{10}	R Boys	12	243	9.42	2.27	1.84	0.185	Accepted
		R Girls	12	243	9.76	2.27			
11	Ho_{11}	U Boys	12	295	9.81	2.25	2.25	0.173	Rejected at 0.01 level
		R Boys	12	401	9.42	2.27			
12	Ho_{12}	U Girls	12	232	9.72	2.18	0.19	0.204	Accepted
		R Girls	12	243	9.76	2.27			
13	Ho_{13}	Urban	13	605	10.18	2.24	2.27	0.123	Rejected at 0.01 level
		Rural	13	635	10.46	2.09			
14	Ho_{14}	Boys	13	699	10.36	2.08	0.62	0.128	Accepted
		Girls	13	491	10.28	2.24			
15	Ho_{15}	U Boys	13	335	10.28	2.6	0.96	0.196	Accepted
		U Girls	13	270	10.09	2.22			
16	Ho_{16}	R Boys	13	364	10.44	2.02	0.39	0.178	Accepted
		R Girls	13	221	10.51	2.13			
17	Ho_{17}	U Boys	13	335	10.28	2.6	0.9	0.177	Accepted
		R Boys	13	364	10.44	2.02			
18	Ho_{18}	U Girls	13	270	10.09	2.22	2.13	0.197	Rejected at 0.01 level
		R Girls	13	221	10.51	2.13			

- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 11 years old urban and rural students. Thus, **Ho₁** was accepted.
- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 11 years old boys and girls students at 0.05 level. Thus, **Ho₂** was accepted.
- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 11 years old urban boys and urban girls students. Thus, **Ho₃** was accepted.
- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 11 years old rural boys and rural girls students. Thus, **Ho₄** was accepted.

- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 11 years old urban boys and rural boys students. Thus, **Ho_5** was accepted.
- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 11 years old urban girls and rural girls students. Thus, **Ho_6** was accepted.
- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 12 years old urban and rural students at 0.01 level. Thus, **Ho_7** was accepted.
- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 12 years old boys and girls students. Thus, **Ho_8** was accepted.
- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 12 years old urban boys and urban girls students. Thus, **Ho_9** was accepted.
- It is found from the table 1.1 that there is no significant difference between the verbal Ability of 12 years old Rural boys and rural girls students. Thus, **Ho_{10}** was accepted.
- It is found from the table 1.1 that there was significant difference between the Hindi verbal Ability of 12 years old urban boys and rural boys students at 0.01 level. Thus, **Ho_{11}** was rejected at 0.01 level.
- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 12 years old urban girls and rural girl students. Thus, **Ho_{12}** was accepted.
- It is found from the table 1.1 that there was significant difference between the Hindi verbal Ability of 13 years old urban and rural students. Thus **Ho_{13}** was rejected at 0.05 level.
- It is found from the table 1.11 that there is no significant difference between the Hindi verbal Ability of 13 years old boys and girls students at 0.05 level. Thus, **Ho_{14}** was accepted.
- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 13 years old urban boys and urban girl students. Thus, **Ho_{15}** was accepted.
- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 13 years old rural boys and rural girls students. Thus, **Ho_{16}** was accepted.
- It is found from the table 1.1 that there is no significant difference between the Hindi verbal Ability of 13 years old urban boys and rural boys students. Thus, **Ho_{17}** was accepted.
- It is found from the table 1.1 that there was significant difference between the Hindi verbal Ability of 13 years old urban girls and rural girls students. Thus, **Ho_{18}** was rejected at 0.05 level.

8. Major findings

The major findings of the present study are the following
- 12 years old urban area boys students have the higher Hindi Verbal Ability than 12 years old rural boys students.
- 13 years old rural area school students have the higher Hindi Verbal Ability than urban area school students.
- 13 years old rural area girls students have the higher Hindi Verbal Ability than urban area girls students.
- Rest of the null Hypotheses were not rejected.

9. Education Implication

In a research it is not sufficient to arrive at the result of study only. For researcher, it is important to specify the usability of research done and how outcome of particular research can be implemented in educational field. Researcher has stated the educational implications of present study as under:

In Hindi Verbal ability test, mean scores of rural area school students were found higher than urban area school students, means that Hindi Verbal ability of rural area school students were higher in comparison to urban area. This result shows that teachers have to organize tutorial and guidance programme during academic sessions, which can enhance the abilities of urban area students and

helps them to increase their Hindi Verbal ability. There is a need to put more emphasis on the learning of Hindi in the urban area students, so that the gap between urban and rural can be bridged.

In Hindi Verbal ability test, mean scores of urban area boys students were found to be higher than to rural area boys students. This result shows that teacher have to make rural area boys aware of need and role of language aptitude in educational and occupational fields. Teachers should also help the urban area boys who are excellent in the verbal ability to excel in the field of literature and other allied fields. Teachers should also take efforts on improving the verbal ability of rural area boys and have remedial teaching. On other hand for boys students, teachers should make efforts to further their interest in Hindi Verbal communication and writing to take them to the pinnacle of this field.

In Hindi Verbal ability test, mean scores on Hindi Verbal ability were found significantly increasing with respect to increase in age.

Present study was conducted to construct Hindi Verbal ability test for school students for Gujarat state only. As prior discussed, aptitude is an inherent ability of a person to learn or to perform any specific job with fruitful outcomes. Present study was conducted on 3285 students of school of Gujarat state. It has provided a useful result which can be employed on the school students with reasonable accuracy to find out their Hindi Verbal abilities.

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