CHAPTER-V
DISCUSSION

In the present chapter results derived from the analysis of the data in the previous chapter are being discussed. The results of Academic Achievement in Hindi are discussed on the basis of high and low level of Achievement motivation, Home Environment and its ten dimensions; and Attitude towards Hindi. The findings of Academic Achievement in Hindi, Achievement Motivation, Home Environment and its ten dimensions; and Attitude towards Hindi are discussed on the basis of the coefficient of correlation (for overall sample). Then the results are discussed on the basis of step-up-regression equations.

DISCUSSION BASED ON t-test

Academic Achievement in Hindi of students with high and low level Achievement Motivation:

It is revealed from the table that students of high and low level Achievement motivation showed a significant difference in Academic Achievement in Hindi \( t = 11.29; p < 0.01 \) at 0.01 level of significance (vide Table No. 4.2.1). The mean of Academic Achievement in Hindi of students having high Achievement motivation 102.26 is more than the mean of Academic Achievement in Hindi of students having low Achievement motivation 86.52.

This may be due to the fact that high achievement motivated students may have developed positive self-concept and high level of aspirations. A learner who has a suitable and positive self concept will learn more easily in school situations than one who has an inappropriate self concept. These students may be more persistent in working at an achievement related task and may possess stronger desire to excel and beat others or to perform the best and shine than those who are weak in achievement motivation.

Therefore, Hypothesis(I) that there will be no significant difference in Academic Achievement in Hindi of students with high and low level Achievement Motivation is rejected.
The result of this study is in tune with the result of Vimla (1985).

**Academic Achievement in Hindi of students from good and poor Home Environment:**

There is an insignificant difference in Academic Achievement in Hindi of good and poor Home Environment (vide Table No. 4.2.2) as $t = 1.02$, $p > 0.05$ at 0.05 level of significance. The mean of Academic Achievement in Hindi of students having poor Home Environment (92.11) is more than the mean of Academic Achievement in Hindi of students having good Home Environment (90.03).

The reason for this insignificant difference may be due to that Hindi language is not difficult to learn as compared to English language. Students may learn this language easily from the classroom teaching. Home Environment does not affect the learning of Hindi. Students, whether, their Home Environment is good or poor; their Academic Achievement in Hindi may not be affected. Besides, control, punishment, deprivation of privileges, nurturance, social Isolation may have affected more the learning of students having good Home Environment and may not have affected the learning of students having poor Home Environment.

Therefore, hypothesis (II) that there will be no significant difference in Academic Achievement in Hindi of students from good and poor Home environment of is accepted.

The result of this study is similar to the results of Meena (2008), Khosa (2011).

Table No. 4.2.2.1 revealed that there exists insignificant difference in Academic Achievement in Hindi of good and poor Home Environment’s five dimensions out of ten viz. Control, Punishment, Conformity, Deprivation of privileges, Nurturance. $t$-values for these dimensions are as 1.30, 1.72, 1.86, 0.74, and 0.79 respectively. All these values are insignificant at 0.01 level of significance and 'P' values for all these dimensions are $> 0.05$.

The reasons for this insignificant difference may be due to the fact that restrictions imposed by the parents on their children in order to discipline them, physical punishment, parents’ directions, commands, and orders with which the child is expected to comply
with action, deprive them of their rights to seek love and respect, excessive unconditional physical and emotional attachment of parents with their children are not important from their academic achievement point of view, particularly in a specific subject i.e. Hindi.

Therefore, Hypothesis (II) that there will be no significant difference in Academic Achievement in Hindi of students from good and poor Home Environment's five dimensions viz: ‘a’ ‘Control’, ‘c’ ‘Punishment’, ‘d’ ‘Conformity’, ‘g’ ‘Deprivation of Privileges’, ‘h’ ‘Nurturance’ is accepted.

To some extent these, results are similar to the results of Jagannathan (1986), and Khosa (2011).

Table No. 4.2.2.1 also depicted that there is a significant difference in Academic Achievement in Hindi of good and poor Home Environment’s five dimensions out of ten viz. Protectiveness, Social Isolation, Reward, Rejection, and Permissiveness. t-values for these dimensions are as: 3.75, 2.44, 3.14, 3.87, and 3.87 respectively. All these values are significant at 0.05 level of significance and 'P' values for all these dimensions are < 0.05.

The reasons for this significant difference may be due to the fact that students with high home environment may be rewarded for their high achievement in the subject Hindi. They may have been provided material as well as symbolic rewards to enhance their scholastic achievement. Besides, these students may have been provided opportunities to express their views freely and frankly according to their desires with no interference from parents.

Therefore, hypothesis (II) that there will be no significant difference in Academic Achievement in Hindi of students from good and poor Home Environment’s five dimensions viz: ‘b’ 'Protectiveness', ‘e’ ‘Social Isolation’, ‘f’ ‘Reward’, ‘i’ ‘Rejection,’ and ‘j’ ‘Permissiveness’ is rejected.

To some extent, the findings of this study are similar to the results of Jagannathan (1986), Khosa (2011).
Academic Achievement in Hindi of students having high and low level Attitude towards Hindi:

It is observed from the table that students of high and low level Attitude towards Hindi showed a significant difference in Academic Achievement in Hindi \( (t=2.95; p<0.01) \) at 0.01 level of significance (vide Table No. 4.2.3). The mean of Academic Achievement in Hindi of students having high Attitude towards Hindi (90.59) is less than the mean of Academic Achievement in Hindi of students having low Attitude towards Hindi (95.00). It indicates that students’ achievement in Hindi is low instead of having high attitude.

The reasons may be that they have developed attitude towards the subject in compulsion. To have a high attitude towards a subject is not enough to achieve in that particular subject. Lack of proper knowledge of text content, lack of intellectual environment, proper guidance at home and in school, lack of individual attention may hinder the high achievement in the subject.

Therefore, Hypothesis (III) that there will be no significant difference in Academic Achievement in Hindi of students having high and low level Attitude towards Hindi is rejected.

The result of this study is similar to the results of Sinha (2006), Annakodi (2007).

Academic Achievement in Hindi of male and female students with high level Achievement Motivation:

It is exhibited that high level of male and female students' Achievement Motivation showed a significant difference in Academic Achievement in Hindi \( (t = 6.07; p < 0.01) \) at 0.01 level of significance (vide Table No. 4.2.4). The mean of Academic Achievement in Hindi of males having high Achievement Motivation (94.16) is less than the mean of Academic Achievement in Hindi of females (106.23).

Therefore, Hypothesis (IVa) that there will be no significant difference in Academic Achievement in Hindi of male and female students having high level Achievement Motivation is rejected.
Academic Achievement in Hindi of male and female students having low level Achievement Motivation:

It is also revealed from the table that low level of male and female students' Achievement Motivation showed significant difference in Academic Achievement in Hindi ($t = 4.85$; $p < 0.01$) at 0.01 level of significance (vide Table No. 4.2.5). The mean of Academic Achievement in Hindi of males having low Achievement Motivation 82.18 is less than the mean of females 91.21.

These differences may be due to the fact that girls have the tendency to attend classes regularly. They used to participate in the class room discussions, spend more time for study. They are always worried about their achievement as compared to boys. And from everyday experience it can be observed that girls are more Achievement motivated than boys.

Therefore, Hypothesis (IVb) that there will be no significant difference in Academic Achievement in Hindi of male and female students having low level Achievement Motivation is rejected.

The result of this study is in tune with the studies of Harikrishan (1992), Ellekakumar and Elankathirselvan (2001).

Academic Achievement in Hindi of male and female students from good Home Environment:

It is also exhibited that male and female students having good Home Environment showed significant difference in Academic Achievement in Hindi ($t = 4.52$, $p < 0.01$) at 0.01 level of significance (vide Table No. 4.2.6). The mean of males (88.11) is less than the mean of females 97.37.

Further, it is very clear from the table that male and female students having good Home Environment's ten dimensions viz. Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of privileges, Nurturance, Rejection, and Permissiveness showed significant difference in Academic Achievement in Hindi. t-
values for all these dimensions are as 3.08, 3.69, 4.27, 7.22, 4.59, 5.96, 3.96, 5.08, 3.29, and 3.89 respectively, p < 0.01 at 0.01 level of significance (vide Table No. 4.2.6.1).

This difference may be due to the reasons that male students spend more time in watching T.V. Male students have versatile interests like roaming with peer groups, more interested in games. They may have to help their parents in household activities according to parents' desires, demands and expectations. They devote less time to studies. But female students take keen interest in their studies and are always worried about their studies and provide enough time for good Academic Achievement.

Therefore, hypothesis(Va) that there will be no significant difference in Academic Achievement in Hindi of male and female students having good Home Environment (total) and its ten dimensions viz; Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of privileges, Nurturance, Rejection, and Permissiveness is rejected.

The result of this study is supported by the study of Rani and Latha (2005).

**Academic Achievement in Hindi of male and female students from poor Home Environment:**

It is revealed from the table that male and female students from poor Home Environment showed significant difference in Academic Achievement in Hindi ($t = 4.99; p < 0.01$) at 0.01 level of significance (vide Table No. 4.2.7). The mean of females 97.50 is more than the mean of males 87.66.

Further, it is clear from the table that male and female students from poor Home Environment's ten dimensions viz. Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of privileges, Nurturance, Rejection, and Permissiveness showed significant difference in Academic Achievement in Hindi. As t-values for all these dimensions are as: 4.54, 5.45, 5.97, 3.43, 6.54, 3.78, 5.55, 5.03, 5.41, and 5.88 respectively, p < 0.01 at 0.01 level of significance (vide Table No. 4.2.7.1).

This may be due to the fact that male students from poor Home Environment are least interested in their studies and schools. They spend most of their time in the play grounds.
or on the road sides. They belong to low income group and they may have to spend more
time for earning. Their parents may not be highly qualified. They are not taking interest
for their children as far as their studies are concerned. They have lack of facilities and
lack of directions at home. Girls are not allowed to spend their time in playground. They
are always anxious about their studies and so they devote time to their studies and
schools. Therefore, female students’ Academic Achievement may be high in comparison
to male students.

Therefore, Hypothesis (Vb) that there will be no significant difference in Academic
Achievement in Hindi of male and female students having poor Home environment
(total) and its ten dimensions viz; Control, Protectiveness, Punishment, Conformity,
Social Isolation, Reward, Deprivation of privileges, Nurturance, Rejection, and
Permissiveness is rejected.

**Academic Achievement in Hindi of male and female students having high level
Attitude towards Hindi:**

It is study again revealed from the table that high level male and female students’
Attitude towards Hindi showed a significant difference in Academic Achievement in
Hindi \( (t = 4.65; p < 0.01) \) at 0.01 level of significance (vide Table No. 4.2.8). The mean
of Academic Achievement in Hindi of females having high Attitude towards Hindi
(96.43) is more than the mean of Academic Achievement in Hindi of males (85.89).

Therefore, Hypothesis (Via) that there will be no significant difference in Academic
Achievement in Hindi of male and female students having high level Attitude towards
Hindi is rejected.

Further, It is clear from the table that male and female students having low level Attitude
towards Hindi showed significant difference in Academic Achievement in Hindi \( (t =
5.42; p < 0.01) \) at 0.01 level of significance (vide able No. 4.2.9). The mean of Academic
Achievement in Hindi of males having low Attitude towards Hindi 90.61 is less than
mean of Academic Achievement in Hindi of females 100.13.
This difference may be due to the fact that male students have not developed their attitude towards Hindi. In this age of science and technology, male students are more inclined to these subjects. They do not find any future prospects of Hindi in this era of science and technology. Male students may consider the importance of English language of communication at higher level to acquire success in scientific subjects.

Therefore, Hypothesis (VIb) that there will be no significant difference in Academic Achievement in Hindi of male and female students having low level Attitude towards Hindi is rejected.

The result of this study is in tune with the results of Melensen and Faith (2002), Nicolaidon and Phillippou (2002), Subrata (2007), Bidin et al. (2009) and Fakeye (2010).

DISCUSSION BASED ON COEFFICIENT OF CORRELATION

Academic Achievement in Hindi in relation to Achievement Motivation:

It is revealed from the table that there is a positive and significant correlation between Academic Achievement in Hindi and Achievement motivation. The correlation between these two variables is \( r = 0.36 \) (vide Table no. 4.3.1) which is significant at 0.01 level of significance.

This indicated that students with a higher need to achieve; perform better than those with a lower need to achieve. This may be due to the fact that Achievement motivation plays a prominent role in promoting the achievement of students in the subject Hindi. As it accounts for the determinants of the direction and persistence of behaviour in a limited way but very important domain of human activities. Moreover it is a psychological need and energetic drive that prompt an individual to strive for and work toward mastering for successful accomplishment of goal and goals accompanied by a sense of satisfaction. Success means that an individual has surpassed the level he expects to reach. An individual's achievement motivation may be high due to his self-concept, level of aspiration and classroom climate. These factors are of great motivational forces for learning and achievement. In the classroom, a teacher maintains a happy balance between the high and the low achievers in the matter of attention, encouragement and
stimulation. A teacher tries his level best to maintain an ideal and congenial environment in the class to promote students’ morale as well as their academic achievement.

Therefore, Hypothesis (VII) that there will be no significant relationship between Academic Achievement in Hindi and Achievement Motivation of students is rejected.

The finding of this study is in tune with the findings of Vimla (1985), John (1994), Alam (2001), Ellekkakumar and Elankathcirselvan (2001) and Ali (2011).

**Academic Achievement in Hindi in Relation to Total Home Environment:**

It is exhibited that there exists a negative insignificant relationship between these variables (vide Table No. 4.3.1.). The correlation between these two variables is \( r = -0.03 \) which is not significant even at 0.05 level of significance.

This may be due to the fact that the spoken language in Punjab is Punjabi. Moreover, for conversation within and outside the family also typical Punjabi Language is used, that is why the students have taken Hindi as a school subject not as a medium of instruction and they have not developed their interest for Hindi as a language. Moreover, in Punjab State, Hindi is considered as a second language in schools.

Therefore, Hypothesis (VIII) that there will be no significant relationship between Academic Achievement in Hindi and Home Environment of students is accepted.

The result of this study is in line with the result of Tandon (2008), Khosa (2011).

**Academic Achievement in Hindi in Relation to Ten Dimensions of Home Environment viz.; Control, Protectiveness, Punishment, Conformity, Social Isolation, Reward, Deprivation of privileges, Nurturance, Rejection, and Permissiveness.**

It is revealed from the table that there is a positive and significant correlation between Academic Achievement in Hindi and three dimensions of Home Environment out of ten viz. Protectiveness, Punishment and Reward (vide Table No. 4.3.2.). The correlation values between these variables are \( r = 0.13, 0.09 \) and \( 0.09 \) respectively. All these values are positively significant at 0.01 level of significance.
This may be due to the fact that students are positively motivated by providing proper rewards which may be in the form of books, reading and writing material and other valuable things and social rewards like selection for particular post, promotion, praise, degree, badge and certificate of honour etc. might be given to the students for better achievement in the subject. Besides, effective punishment might be given. They may be forced for practice, repetition and drilling from the course books for the examination point of view. All this may be done for enhancement of achievement and for inculcating interest in the subject Hindi. Students may also be given individual attention for attaining the purpose.

Therefore, Hypothesis (VIII) that there will be no significant relationship between Academic Achievement in Hindi and Home Environment's three dimensions viz: 'b' 'Protectiveness, c' 'Punishment', 'f' 'Reward' of students is rejected.

The findings of this study are supported by the study of Tirishla (2006).

Further, it is also depicted from the table that there is a negative and significant correlation between Academic Achievement in Hindi and Home Environment's three dimensions out of ten viz. Social Isolation, Rejection and Permissiveness (vide Table No. 4.3.2). The correlation between these variables are \( r = -0.08 \) (significant at 0.05 level); -0.14, -0.11 (significant at 0.01 level) respectively. All these \( r \) values are negatively correlated. This indicates that there exists a negative significant relationship among these variables.

This may be due to the fact that there would be less or no use of isolation from beloved persons. This might be due to that the child has no right to express his desires and feelings freely and they might not have got opportunities to express their views freely in Hindi. All these factors may hinder in the high achievement of the students.

Therefore, Hypothesis (VIII) there will be no significant relationship between Academic Achievement in Hindi and Home Environment's three dimensions out of ten viz: ‘c’ Social Isolation, ‘i’ Rejection and ‘j’ Permissiveness of students is rejected.

The results of this study are in tune with Jagannathan (1986), Khosa (2011).
Further, it is revealed from the table that there exists positive but insignificant relationship between Academic Achievement in Hindi with Conformity and Nurturance dimensions of Home Environment (vide Table No. 4.3.2.). The correlation between these variables are \( r=0.05, 0.01 \) respectively which are positively insignificant at 0.05 level of significance. This may be due to the fact that at home, parents communicate with their children in Punjabi. Parents do not give directions and do not compel their children to speak Hindi language. So, children may not have developed their interest for this language.

Therefore, Hypothesis (VIII) that there will be no significant relationship between Academic Achievement in Hindi and Home Environment's two dimensions out of ten ‘d’ 'Conformity’, ‘h’ 'Nurturance’ of students is accepted.

The results of this study are in line with the results of Jagannathan (1986), Khosa (2011).

It is again revealed from the table that there is a negative and insignificant relationship between Academic Achievement in Hindi with Control and Deprivation of Privileges dimensions of Home environment (vide Table No. 4.3.2). The correlation between these variables are \( -0.03, -0.02 \) respectively which are negatively and insignificant at 0.05 level of significance. It may be inferred that for high academic achievement in Hindi, there will be no use of control and deprivation of privileges i.e. there will be no use of many restrictions that are imposed on children by their parents in order to discipline them; and controlling children's behaviour by depriving them of their rights to seek love, respect and childcare from parents. These factors may reduce the achievement of the students in Hindi Subject.

Therefore, Hypothesis (VIII) that there will be no significant relationship between Academic Achievement in Hindi and Home Environment's two dimensions out of ten ‘a' 'Control' and ‘g’ 'Deprivation of Privileges' of students is accepted.

The results of this study are similar to the results of Jagannathan (1986) and Khosa (2011).
Academic Achievement in Hindi in Relation to Attitude towards Hindi:

It is also exhibited that there exists a significant and negative correlation between Academic Achievement in Hindi and Attitude towards Hindi (vide Table No. 4.3.1). The correlation between these two variables is \( r = -0.10 \) which is significant at 0.01 level of significance.

This may be due to the fact that these students do not find any future prospects of Hindi in the world of work. Hindi is neither a compulsory subject at Sen. Sec. level nor a medium of instruction in competitive examination. English is considered the main language of communication at higher levels. Moreover, our younger generation feels that the future of Hindi is dark. Consequently, it does not work as a source of motivation for achievement.

There may be some specific reasons also.

(i) During data collection, it was found that some of the schools have no Hindi Teachers to teach senior secondary classes. The experts in other discipline were teaching languages. They neither have any linguistic background nor have any facilities for it in schools.

(ii) While doing scoring, it was found by the investigator that their performance in used test (Hindi achievement test) in the subtests-vocabulary similar and vocabulary opposite was satisfactory but their performance in the subtests-sentence correction, apprehension and grammar portion was not up to the mark. The reasons may be that they will not be able to comprehend these subtests due to the typical Hindi words. They knew the language but not in depth. They have no command over Hindi language. The influence of regional languages was also observed in their verbal and written expressions.

(iii) According to the syllabus of Punjab School Education board at senior secondary level, second language is compulsory due to three language formula (according to the Central Advisory Board of Education) which is always neglected in the schools of Punjab School Education Board.
The data was collected from five districts of Malwa and Doaba regions of Punjab (i.e. Ferozepur, Moga, Bathinda, Jalandhar and Hoshiarpur). These are Punjabi speaking regions.

Therefore, Hypothesis (IX) that there will be no significant relationship between Academic Achievement in Hindi and Attitude of students towards Hindi is rejected.

The finding of this study is supported by the studies of Kesamang and Talwo (2002), Nicolaidon and Philippou (2002) and Mehera (2004).

**DISCUSSION BASED ON STEP-UP REGRESSION EQUATIONS**

It is revealed from the table that 13% of Achievement in Hindi is predicted by Achievement Motivation; 0.1% of Achievement in Hindi is predicted by Home environment; and 0.4% of Achievement in Hindi is predicted by Attitude towards Hindi. The value of R² for Achievement Motivation, Home environment and Attitude towards Hindi taken together is 0.14 (vide table no. 4.4.1). Therefore, the conjoint prediction of Achievement in Hindi by all these three variables taken together is 14%. F value for Achievement Motivation, Home environment and Attitude towards Hindi taken together is 52.03 which is significant. Therefore, the conjoint prediction of Achievement in Hindi by Achievement Motivation, Home environment and Attitude towards Hindi taken together is significantly higher as compared to their separate prediction.

This may be due to the fact that there exists significant correlation between Academic Achievement in Hindi and Achievement Motivation; and between Academic Achievement in Hindi and Attitude towards Hindi. But there exists in significant correlation between Academic Achievement in Hindi and Home Environment.

Therefore, Hypothesis (X) that conjoint prediction of Academic Achievement in Hindi on the basis of Achievement motivation, Home Environment and Attitude towards Hindi is not significantly more as compared to their separate prediction is rejected.

The result of this study for Home Environment is in line with the studies of Halawah (2006), Tondon (2008) and Khosa (2011).

The finding of this study for Attitude towards school subjects is in line with the studies of Nicolaidon and Philippou (2002) and Mehera (2004).