

## STUDENT'S PERCEPTION REGARDING CURRICULUM TRANSACTION OF PUNJABI GRAMMAR AT SECONDARY SCHOOL STAGE: INTERACTIVE INFLUENCE OF SELECTED VARIABLES

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### ABSTRACT

*The study was undertaken with objective to examine the Student's perception regarding Curriculum Transaction of Punjabi grammar (CTPG) at secondary stage. Total sample of 1200 students from 60 schools was taken through stratified random sampling technique from three regions of Punjab i.e. District Barnala; Malwa region, District Jalandhar; Doaba region, District Amritsar; Majha region. Perception about Curriculum Transaction of Punjabi grammar scale was developed by Dr. Tirath singh (2014) was used. It was found that Male and female students had equal (unfavorable) perception regarding Curriculum Transaction of Punjabi grammar. But urban students had more (favorable) perception than rural students. Students studying govt, aided and private schools had equal (favorable) level of perception regarding Curriculum Transaction of Punjabi grammar. Students having parent (mother) with different qualification had equal level (favorable) of perception. No interaction effect was found.*

**Keywords :** Curriculum Transaction, Punjab Grammers

Transaction of curriculum is a much difficult task because it is based on theoretical and practical aspects as well. Transaction of curriculum refers to conscious choice from a variety of alternatives plus proposals and furthermore streams that such choices involve purposeful commitment to recognized and derived objectives. The 'transaction of curriculum' depends upon the objectives of education. It is a commitment for realizing the desired objectives of education, translated into practical terms. Two basic considerations need to be borne in mind while planning transaction processes, one is the context in which transaction is carried out in terms of the physical and social characteristics of the setting, second relates to teachers who actually are to transact the curriculum, their capabilities and attitudinal dispositions. Grammar is a scientific statement of the principles of good usage which concerns with the relation of words in the sentence. Educated people use certain forms of expression. Language specialists study the forms they use, note that they follow a few comparatively simple principles, and state these principles. The result is

grammar. Teaching of grammar is a much debated topic in language learning. Different expert have given different opinions about teaching of grammar. Literature in relation to grammar of any language was reviewed. Chen (2000) investigated the most common errors of the Taiwanese EFL college students and found that most commonly the Taiwanese students have difficulties in the use of English tenses. The reason for this was L1 linguistic difference- the absence of verb conjugation in mandarin. Another grammatical error that is frequently found in Taiwanese EFL students' compositions is the misuse of English articles. Chen concluded this was because of lack of an equivalent syntactical device in the Taiwanese language. Mohamed et al. (2004) studied the errors committed by the Chinese speaking ESL learners in Malaysia. The respondents' essays were used to collect empirical data errors in use of eight grammatical items. Frequencies and ranking of errors were calculated. The subjects were given a small article taken from a popular news paper and the distribution of errors (in numbers) of five

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different categories was studied. Khansir (2008) examined the study of syntactic error in English committed by 100 B. Com second year students in several colleges of university of Mysore, India. An English grammar test based on the textbooks of the studied colleges and including areas like auxiliary verbs, passive and tenses was developed and used by the researcher. The study revealed that the area of highest to lowest percentage of errors made by the sample were tenses (39), use of Auxiliaries (33) and passive voice (28), and the major source of error was learning strategies of the learners. Hence dearth of research work on transaction of grammar is there. Even no research was found on teaching learning process or perception regarding Punjabi grammar.

### Objectives

To study the perception of secondary school students regarding Curriculum Transaction of Punjabi Grammar (CTPG).

To study the influence of Location of School, Type of school, Parent (Mother) Qualification and their various interactions on perception regarding (CTPG).

### METHOD

#### Sample

In order to examine Curriculum Transaction in relation to Punjabi language total 60 schools 1200 students of ninth class were taken through stratified random sampling technique from three regions of punjab i.e. District Barnala; (Malwa) region ,District Jalandhar;(Doaba) Region,District Amritsar;(Majha) Region.

#### Measures:

Perception about curriculum transaction of Punjabi grammar scale was developed by Dr. Tirath singh (2014) was used. The scale contains 27 items with five response categories i.e. SA, A, UND, D, SD. Scoring was 5 4 3 2 1 for positive items and reverse for negative items. The reliability (cronbach alpha) the scale was .82 and Content validity was ensured.

#### Procedure

The scale was distributed to the students of 9<sup>th</sup> class on a one to one basis and filled in front of the researcher to avoid any confusion and to get honest answers. After collecting data scoring was done according manual. Data was entered into spreadsheet for statistical analysis. Analysis was done on the basis of objectives.

**Table 1: Variable wise Mean and S.D. of perception regarding CTPG**

Variable	Category	Mean	S.D
Location of school (LOS)	Rural	79.73	17.300
	Urban	79.93	16.291
Type of school (TOS)	Govt	78.39	15.935
	Aided	79.05	17.312
	Private	81.67	17.239
Mother qualification (MQ)	Illiterate	80.25	16.713
	Upto 9	77.40	16.866
	More than metric	85.41	15.984

Note= Criterion of neutral perception=81 total number of items (27) is multiplied by number of mid response category (3) i.e.  $27 \times 3 = 81$ . Hence mean

score less than 81 indicate unfavorable/negative perception and higher mean score indicate favorable/positive perception.

**Analysis and Interpretation****Table 2 – Summery of 2x2x3 factorial design of ANOVA for perception regarding CTPG.**

Source	Sum of Squares	df	Mean Square	F	Sig.
Location of School(LOS)	.259	1	.259	.001	.976
Type of School(TOS)	1660.472	2	830.236	2.987	.051
Mother Qualification(MQ)	1476.388	2	738.194	2.656	.071
LOS x TOS	29.440	2	14.720	.053	.948
LOS x MQ	73.012	2	36.506	.131	.877
LOS x MQ	1484.953	3	494.984	1.781	.149
LOS x TOS x MQ	317.826	3	105.942	.381	.767
Error	329121.445	1,184	277.974		
Total	7986243.000	1,200			

The F value (Table 2) for location of school is .001 which is not significant at .05 level. It means that there is no significant difference in mean scores of perception regarding Curriculum Transaction in Punjabi grammar between rural and urban students. In the light of this null Hypothesis that there is significant difference in mean score of perception regarding Curriculum Transaction of Punjabi grammar on the basis of location, is not rejected. It may be concluded that rural and urban students had equal (unfavorable) perception regarding Curriculum Transaction of Punjabi grammar.

The F value (Table 2) for type of school is 2.987 which is not significant at .05 level. It means that there is no significant difference in mean scores of perception regarding Curriculum Transaction in Punjabi grammar between govt, aided and private schools. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi grammar on the basis of type, is not rejected. It may be concluded that students studying govt, aided and private schools had equal (favorable) level of perception regarding Curriculum Transaction of Punjabi grammar.

The F value (Table 2) for parent (Mother) qualification is 2.656 which is not significant at .05 level. It means that there is no significant difference in mean scores of perception regarding Curriculum Transaction in Punjabi grammar between mother with no education, up to metric and higher

education. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi grammar on the basis of mother qualification, is not rejected. It may be concluded that students having parent (mother) with different qualification had equal level (favorable) of perception regarding Curriculum Transaction of Punjabi grammar.

The F value (Table 2) for interaction of location and type of school is .053 which is not significant. In the light of this the null hypothesis that there is significant influence of interaction between location and type of school on perception regarding Curriculum Transaction of Punjabi grammar is not rejected. It may be concluded that perception of student was independent of interaction between location and type of school.

The F value (Table 2) for interaction of location and parent (mother) qualification is .131 which is not significant. In the light of this, the null hypothesis that there is no significant influence of interaction between location and parent (mother) qualification on perception regarding Curriculum Transaction of Punjabi grammar is not rejected. It may be concluded that perception of students was independent of interaction between location and parent (mother) qualification.

The F value (Table 2) for interaction of type of school and parent (mother) qualification is 1.781 is not significant at 0.5 level. In the light of null hypothesis that there is no significant influence of interaction

between type of school and parent (mother) qualification on perception of senior secondary school students is rejected. It may be concluded that perception of students was independent of interaction between type of school and parent (mother) qualification.

The F value (Table 2) for location, type of school and parent (mother) qualification is 0.381 which is not significant at .05 level. In the light of this, the null hypothesis that there is significant influence of interaction between location, type of school and mother qualification on perception regarding Curriculum Transaction of Punjabi grammar is not rejected. It may be concluded that perception of students was independent of interaction between location, type of school and parent (mother) qualification.

### Findings

1. Male and female students had equal (unfavorable) perception regarding Curriculum Transaction of Punjabi grammar. But urban students had more favorable perception than rural students.
2. Students studying govt, aided and private schools had equal (favorable) level of perception regarding Curriculum Transaction of Punjabi grammar.

3. Students having parent (mother) with different qualification had equal level (favorable) of perception.
4. That perception of student was independent of interaction between location and type of school.
5. Perception of students was independent of interaction between location and parent (mother) qualification.
6. Perception of students was independent of interaction between type of school and parent (mother) qualification.
7. Perception of students was independent of interaction between location, type of school and parent (mother) qualification.

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