

## PERCEPTION OF SECONDARY SCHOOL STUDENTS REGARDING CURRICULUM TRANSACTION OF PUNJABI STORY (KAHANI): INFLUENCE OF GENDER, CLASS, LOCATION OF SCHOOL, ACHIEVEMENT IN PUNJABI

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### **Abstract**

*The study was undertaken with objective to examine the Student's perception regarding Curriculum Transaction of Punjabi story (kahani) (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 story (kahani) scale was developed by Dr. Tirath Singh (2014) was used. It was found that Both male and female; 9<sup>th</sup> and 10<sup>th</sup> class; rural and urban students; first division and second division students; first division and third division students; second and third division students had equal (favorable) level of perception regarding Curriculum Transaction of Punjabi Story (kahani). No interaction effect was found.*

Curriculum Transaction (CT) is very significant process in education. It (CT) is the effective and desired implementation of the curriculum contents on the basis of aims and objectives specified in the curriculum. Curriculum Transaction incorporates decisions about the contents and effective planning for providing learning experiences to its learners on the basis of content, organization of planning, administration/implementation of the organized planning and evaluation of the implementations by the implementer and the experts in the relevant field. Stories are very motivating, challenging and great fun for children. They “can help develop positive attitudes towards the foreign language, culture and language learning”. (Ellis and Brewster, 2002) Using “stories allows the teacher to introduce or revise new vocabulary and sentence structures by exposing the children to language in varied, memorable and familiar contexts, which will enrich their thinking and gradually enter their own speech”. Stories also provide opportunities for developing continuity in children's learning. They can link English with other subject areas across the curriculum.

Literature in relation to story (kahani) of any language was reviewed. Prasher (1977) undertook a study of the errors in English of Hindi-Speaking undergraduate students for the Central Institute of English and foreign languages (Hyderabad, India). The sample comprised of 100 first year students from different colleges in Madhya Pradesh. The study focused on investigation of errors in certain selected areas of English story (kahani) and lexis only. The errors of students were described in linguistic terms and some of the probable sources of errors were explained. Samples of students' English were obtained through a free composition and a passage for translation from Hindi into English. In all, 4161 errors were identified and categorized under 15 major areas listed in order of frequency of recurrence. Of these, errors in the verb phrase formed the bulk of the total errors. Interference of the Mother Tongue was identified as the primary source of errors. Jarad (1986) investigated the relative clause formation and the coding of tense in the English inter-language of thirty-two Palestinian students at the six colleges of the Islamic University of Gaza. The findings showed that Palestinian learner's switching of tense resulted from using

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English morphology to express an aspectual system similar to that of the Palestinian Arabic. The English past tense and present tense were used to mark Palestinian perfective and imperfective aspects, respectively. The subject verb agreement marker and the concord markers 's/ is and 'm/ am were omitted in relative clauses and when there was change in aspect. In the area of relative clauses, the data showed that relative clauses were ninety percent independent of the Palestinian Arabic structuring of relative clauses. The learners used resumptive pronouns not only in clauses where the predicate incorporates a noun, adjective, or a prepositional phrase, but also before verbs. This led Jarad to conclude that there was a large amount of influence of the Palestinian aspectual system of the 'learners' use of English tense. Bhatnagar (2003) examined the curriculum aspects and transactional modes of Hindi language at secondary level and revealed that there should be more stress on practice story (kahani) and using new teaching devices. Bautista and Lourdes (2004) examined the response of a sample of 205 Filipino university freshmen to grammatically correct and incorrect verb forms in a 20 items. Grammatically judgment Test, The test covered tense harmony, verb forms, tenses, and modals. The results showed that both the high proficiency and the low proficiency group had difficulty recognizing non-standard uses of model would. A possible explanation for this finding might be the tendency in a second language variety to simplify complex structure and semantics. Gakhar and Bawa (2006) studied the effect of intelligence, socio-economic status, domicile and type of school on the achievement of students in English story (kahani). A sample of 250 class IX students studying in government and private senior secondary schools of Chandigarh was studied. The test was constructed by the investigators themselves. The study found that students belonging to high socio- economic status group, to

urban areas and to private schools made fewer errors in English story (kahani) and thus secure high on the achievement test. Also the students with high intelligence performed better than the students with lower intelligence. More individual attention, regularity in assigning and checking home-work in private schools were given as reasons for better performance of the private school students.

#### OBJECTIVES

- To study the perception of secondary school students regarding Curriculum Transaction of Punjabi Story (kahani) (CTPG).
- To study the influence of Gender, class, Location of school, Achievement in punjabi and their various interactions on perception regarding (CTPG).

#### METHOD

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 story (kahani) 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.

#### ANALYSIS AND INTERPRETATION

*Table 1 Variable wise comparison of perception regarding CTPG*

Variable	Category	N	Mean	SD	Cvs	t
Gender	Male	529	94.58	14.394	15.2	-.898
	Female	671	95.32	13.829	14.5	
Class	9 <sup>th</sup>	1,100	94.83	14.028	14.8	1.356
	10 <sup>th</sup>	100	96.82	14.589	15.1	

Location of school(LOS)	Urban	579	94.31	14.177	15.0	1.631
	Rural	621	95.63	13.970	14.6	
Achievement in Punjabi	First Division	703	95.20	14.072	14.8	.758
	Second division	345	94.49	14.901	15.8	
	First division	703	95.20	14.072	14.8	.020
	Third division	152	95.18	12.120	12.7	
	Second division	345	94.49	14.901	15.8	-.503
	Third division	152	95.18	12.120	12.7	

*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.*

The t value (Table I) for Gender difference in perception regarding Curriculum Transaction of Punjabi Story (*kahani*) is (t value .898) 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 Story (*kahani*) between male and female students. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Story (*kahani*) on the basis of gender, is not rejected. It may be concluded that both male and female students had equal (favorable) level of perception regarding Curriculum Transaction of Punjabi Story (*kahani*).

The t value (Table I) for class difference in perception regarding Curriculum Transaction of Punjabi Story (*kahani*) is (t value 1.356) 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 Story (*kahani*) between 9<sup>th</sup> and 10<sup>th</sup> class students. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Story (*kahani*) on the basis of class, is not rejected. It may be concluded that both 9<sup>th</sup> and 10<sup>th</sup> class students had equal (favorable) level of perception regarding Curriculum Transaction of Punjabi Story (*kahani*).

The t value (Table I) for location of school is (t value 1.631) 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 Story (*kahani*) between rural and urban students. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Story (*kahani*) on the basis of location of school, is not rejected. It may be concluded that both rural and urban students had equal (favorable) level of perception regarding Curriculum Transaction of Punjabi Story (*kahani*).

Table- shows significant difference (t value .758) between students with first division and second division. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Story (*kahani*) on the basis of Achievement in punjabi, is not rejected. Further the mean score of first division and second division students. It may be concluded that students of first division and second division had equal (favorable) perception regarding Curriculum Transaction of Punjabi Story (*kahani*).

Table- shows significant difference (t value .020) between students with first division and third division. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Story (*kahani*) on the basis of Achievement in punjabi, is not rejected. It may be concluded that students of first division and third division had equal (favorable) perception regarding Curriculum Transaction of Punjabi Story (*kahani*).

Table- shows significant difference (t value .503) between students with second division and third division. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of

Punjabi *Story (kahani)* on the basis of marks in previous class, is not rejected. It may be concluded that students of second and third division had equal (favorable) perception regarding Curriculum Transaction of Punjabi *Story (kahani)*.

### CONCLUSIONS

Both male and female students had equal (favorable) level of perception regarding Curriculum Transaction of Punjabi *Story (kahani)*.

Both 9<sup>th</sup> and 10<sup>th class</sup> students had equal (favorable) level of perception regarding Curriculum Transaction of Punjabi *Story (kahani)*.

Both rural and urban students had equal (favorable) level of perception regarding Curriculum Transaction of Punjabi *Story (kahani)*.

Students of first division and second division had equal (favorable) perception regarding Curriculum Transaction of Punjabi *Story (kahani)*.

Students of first division and third division had equal (favorable) perception regarding Curriculum Transaction of Punjabi *Story (kahani)*.

Students of second and third division had equal (favorable) perception regarding Curriculum Transaction of Punjabi *Story (kahani)*.

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