

Achievement in Hindi in relation to Cognitive Style and Language Creativity among Students of 10th Class

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ABSTRACT

The present study was conducted on the sample of 100 students of class 10th. The sample comprised of 50 boys and 50 girls of Govt schools of Jalandhar city only. As per the nature of the study, descriptive survey method was applied. Simple random sampling technique was used for the data collection. The study aimed at finding out the differences between boys and girls of 10th class with regard to their achievement in Hindi, Cognitive Style and Language Creativity. Further, study also attempted to explore the relationship of achievement in Hindi with Cognitive Style and Language Creativity. As per the data collected through the application of standardized tools, no significant difference was pointed out between boys and girls of 10th class with regard to their achievement in Hindi, Cognitive Style and Language Creativity. Similarly, no significant relationship appeared between achievement in Hindi and cognitive style as well as between achievement in Hindi and Language Creativity.

Keywords : *Achievement in Hindi, Cognitive Style, Systematic Style, Intuitive Style, Language Creativity*

1.1 INTRODUCTION

Education is the process of developing the capabilities and potentials of the individual so as to prepare that individual to be successful in a specific society or culture. From this perspective, education is serving primarily as an individual development function. The world is becoming more and more competitive. Parents desire that their children climb the ladder of performance to as high a level as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools and in general the education system itself.

Infact, it appears as if the whole system of education revolves rounds the achievement of students. School achievements may be affected by various factors like intelligence, study habits, and attitude of pupils towards school, different aspects of their personality, socio economic status, etc. But a modern society cannot achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens.

1.1 Achievement in Hindi

Achievement has become an index of child's future in this highly competitive world. Educationally the word achievement refers to an individual's performance up to a desired level in a particular field. Hindi is a practical language of India. It is the mother tongue or language of Haryana, Himachal Pradesh, Uttar Pradesh, Madhya Pradesh, Rajasthan, Bihar, Gujarat, Maharashtra and Bengal.

Hindi literature is not literature of any one community, but it is the literature of all Indians. Hindi language reflects the Indian culture. Hindi is very important from vocational point of view. The people who have a deep knowledge of Hindi have better opportunities to enter in the other professions. It is language of communication. It is the soul of India. Almost every Indian can communicate through this simple, powerful and complete language. Hindi is our national language, but today most preference is given to English language. Most of the studies revealed that the status of Hindi can be enhanced with the help of motivation and cognitive style.

Similar views have been given Vijay (1989) on linguistic behavior and long term instructional goals and provided a description of linguistic behavior from the novice level to superior level.

1.2 Cognitive Style

Cognitive styles describe how the individual acquires knowledge and processes information. Cognitive styles are related to mental behaviors which individuals apply habitually when they are solving problems. In general, they affect the way in which information is obtained, sorted, and utilized. It was Witkin who introduced the term "cognitive style" to describe the concept that individuals consistently exhibit stylistic preferences for the ways in which they organize stimuli and construct meanings for themselves out of their experiences.

Cognitive style is a term used in cognitive psychology to describe the way individuals think, perceive and remember information.

The phrase 'Cognitive Style' consists of two words cognitive and style. It is the process by which the sensory input is transformed, reduced, elaborated, stored, recovered and used. Main stages in the process of cognition are sensing, attending, perceiving, comprehending, understanding and remembering. The habitual pattern or preferred way of doing something (thinking, learning and teaching) that is consistent over long periods of time is the 'style' of the individual.

Cognitive style of an individual has influence on his achievement. How the individual thinks, perceives and remembers the information, helps them to understand and produce information. The information remembered by an individual helps them to achieve more and more. As Geetanjali (2006) found that cognitive style had a significant effect on student's achievement; more the field of independence of the students, higher the academic achievement. Cakan (2000) found that cognitive style had a statistically significant effect on student's performance whereas the effect of gender, ethnicity, and socio-economic status of students was not significant does not influence cognitive style. Altan et al (2006) found that there was no significant relationship between cognitive style and academic achievement. Cognitive styles are concerned with the form rather than content of cognitive delivery.

1.3 Language Creativity

Creative person can describe anything in a unique way, which helps him during his achievement procedure. Dhaliwal and Saini (1976) reported significant relationship between creativity and achievement in mathematics, but the dimensions of creativity namely, fluency and flexibility were positively and significantly related with achievement in History and Geography separately and originality was positively and significantly related with achievement in Hindi. Vijayalakshmi (1980) indicated a positive relation between creativity and academic achievement and between creative ability and socio-economic status.

Language creativity may be defined as a multi-dimensional attribute that is differently distributed among the people and include chiefly the factors of fluency, flexibility, originality and elaboration. Language creativity, therefore, is not much different from general creativity except for the aspect of elaboration which is specifically related to it.

Cognitive styles indeed have important functions in creative information processing. In many cognitive style theories, there are the several findings of associations between cognitive styles and creativity. Bagchi (2004) found that in case of girls there existed a low and positive relationship between scholastic achievement of life science and cognitive style. Albert (2004) recorded a low but significant correlation between cognitive style and academic achievement.

Creativity in language can be analyzed into five dimensions like plot building, dialogue writing, poetic diction, descriptive style and vocabulary test and these dimensions can be measured by keeping into consideration the factors as:

1. Fluency: fluency means each of the relevant words, each of the meaningful idea expressed by the respondent. In fluency the different types of words like identical fluency, associated fluency are included.
2. Flexibility: It means the total number of response. It is based on 'shift on response'. How many ideas expressed by the respondent?

3. Originality: It means what is original in this test and how many responses given by the respondent. It is also related to common idea and most unique idea.
4. Elaboration: It means building upon given information to find out the structure, to make it more detailed, while writing a story a poem, a dialogue or a description.

A number of researchers have made attempts to study the relationship between academic achievement and creativity but such explorations have pointed out contradictory results. As Mehndi (1977) studied the relationship of creativity to the academic achievement of 439 boys of urban and rural areas. The significant positive relation between creativity and school marks in different subjects were reported. However, Sandhu (1979) concluded that there is significant relationship of creativity with "the academic achievement in science.

2 SIGNIFICANCE OF THE PROBLEM

There are many factors which affect the school achievement like intelligence, study habits, and attitude of pupils towards school, personality, socio economic status, etc. But a modern society can not achieve its aim of economic growth, technical development and cultural advancement without harnessing the talents of its citizens. In this highly competitive world, achievement has become an index of child's future. This achievement is further impacted by many factors. Cognitive style as one of the factors influences achievement of students. How students think, perceive and remembers information, helps them to understand and produce information. In addition to it, language creativity which include the factors like fluency, flexibility, originality and elaboration also seem to play important role in the level of achievement of students.

Although few studies have been conducted to find the achievement of students in different subjects but it came to light that relatively less research work has been done to explore achievement in Hindi of 10th class students hence the concerned study mainly highlights the relationship of language creativity with students' achievement in Hindi and their cognitive style.

3. STATEMENT OF THE PROBLEM

Achievement in Hindi in relation to Cognitive Style and Language Creativity among Students of 10th Class.

4. OBJECTIVES OF THE STUDY

- To find out the difference between boys and girls of 10th class in their achievement in Hindi, cognitive style and language creativity.
- To examine the relationship between achievement in Hindi and language creativity of students of 10th class.
- To examine the relationship between achievement in Hindi and systematic style of students of 10th class.
- To examine the relationship between achievement in Hindi and intuitive style of students of 10th class.

5 HYPOTHESES OF THE STUDY

- There exists no significant difference in achievement in Hindi between boys and girls of 10th class.
- There exists no difference in cognitive style between boys and girls of 10th class.
- There exists no significant difference in language creativity between boys and girls of 10th class.
- There exists no significant relationship between achievement in Hindi and language creativity of students of 10th class.
- There exists no significant relationship between achievement in Hindi and systematic style of students of 10th class.
- There exists no significant relationship between achievement in Hindi and intuitive style of students of 10th class.

6 DELIMITATIONS OF THE STUDY

- The present study was delimited to 100 students of 10th class only.
- The present study was confined to Jalandhar city only.
- The study was delimited to urban area only.
- This study was focused only two dimensions of cognitive style, i.e systematic style and intuitive style only.

7 RESEARCH METHODOLOGY

Research methodology depends upon the types and scope of the problem. In the present study descriptive survey method was used.

8 SAMPLING

The sampling frame of the study comprised of students of 10th class studying in schools of Jalandhar city. 100 students were selected by applying simple random sampling technique. Further in accordance with gender stratification, equal data was taken from boys and girls.

9 TOOLS USED

In the present study investigator used following standardized tools for the data collection:

1. Hindi Achievement Test by L. N. Dubey (1990)
2. Cognitive Style Inventory by Dr. Praveen Kumar Jha (1971)
3. Language Creativity Test (LCT) (in Hindi) by S. P. Malhotra and Sucheta Kumari (1989)

10 RESULTS, DISCUSSION AND INTERPRETATION

Results and discussion are an important part of a good research work. They show the end product of any research study. On the basis of the results, hypotheses were tested and conclusions were drawn.

Hypothesis 1: There exists no significant difference in Achievement in Hindi between boys and girls of 10th class.

To find out the difference in Achievement in Hindi between boys and girls of 10th class, t-value was calculated and the results have been presented in under mentioned table.

Gender	N	M	SD	t-value	Remarks
Boys	50	44.38	9.77	1.84	Insignificant
Girls	50	48.36	11.77		

Table 1.1 Showing Mean, SD and t-value of Achievement in Hindi among Boys and Girls of 10th Class

Interpretation

It is evident from table 1.1 that the mean score for achievement in Hindi for boys of 10th class turned out to be 44.38 whereas for girl students it is 48.36. The value for standard deviation of achievement in Hindi for boys of 10th class turned out to be 9.77 where as for girl students it is 11.77.

The t value for gender difference in achievement in Hindi is 1.84, which is less than the table value 1.96 at 0.05 level and 2.58 at 0.01. Hence it is not significant. It means that there is no significant difference in achievement in Hindi between boys and girls of 10th class. In the light of this, the null hypothesis that there is no significant difference in achievement in Hindi between boys and girls of 10th class is accepted. This shows that with regard to achievement in Hindi, gender does not play any significant role.

Results pertaining to difference in Cognitive Style between boys and girls of 10th class

Hypothesis 2: There exists no difference in Cognitive Style between boys and girls of 10th class

To find out the difference in cognitive style between boys and girls of 10th class, percentage was calculated and the results have been presented in the under mentioned table.

Gender	N	Systematic Style	Intuitive style
Boys	50	40	10
Girls	50	43	7

Table 1.2: Showing Type of Cognitive Style of Boys and Girls of 10th Class

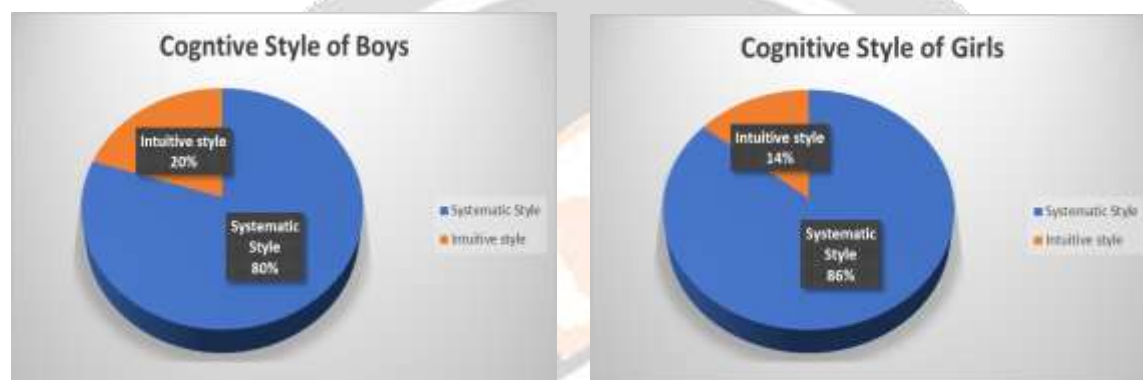


Fig 1 and 2 : Showing Percentage of Boys and Girls having Intuitive and Systematic Cognitive Style

Interpretation

Results clearly indicate that 40 boys (80%) have systematic cognitive style and 10 (20%) of boys have intuitive cognitive style. Similarly, 43 (86%) girls have systematic cognitive style, and 7 (14%) girls have intuitive cognitive style. It is apparent from the numbers and corresponding percentage that maximum number of boys and girls are falling in the category of systematic cognitive style. Therefore, the hypothesis that there exists no significant difference in cognitive style among boys and girls of 10th class is accepted, as there is no difference in the cognitive style between boys and girls of 10th class. This shows that there exists no difference in cognitive style between boys and girls of 10th class.

Results pertaining to difference in Language Creativity between boys and girls of 10th class

Hypothesis 3: There exists no significant difference in Language Creativity between boys and girls of 10th class

To find out the difference in language creativity between boys and girls of 10th class, t-value was calculated and the results have been presented in the under mentioned table.

Categories	N	M	SD	t-value	Remarks
Boys	50	121.66	54.13	1.60	Insignificant
Girls	50	139.12	54.98		

Table 1.3: Showing Mean, SD, and t-value of Language Creativity between Boys and Girls of 10th Class

Interpretation

It is evident from table 1.3 that the value for mean of Language creativity for boys of 10th class turned out to be 121.66 whereas for girl students it is 139.12. The value for standard deviation of language creativity for boys of 10th class turned out to be 54.13 whereas for girl students it is 54.98.

The calculated t-value for gender difference in language creativity came out 1.60, which is less than the table value 1.96 at 0.05 level and 2.58 at 0.01 levels of significance. Hence it is not significant. In the light of this, the null hypothesis that there is no significant difference in language creativity between boys and girls of 10th class is accepted.

Results pertaining to relationship between Achievement in Hindi and Systematic Cognitive Style of students of 10th class

Hypothesis 4: There exists no significant relationship between Achievement in Hindi and Systematic Cognitive Style of students of 10th class

To find out the relationship between achievement in Hindi and Systematic Style of students of 10th class, coefficient of correlation was calculated and the results have been presented in the under mentioned table.

Variables	N	df	Coefficient of correlation	Result
Achievement in Hindi	100			
Systematic Style	100	98	0.053	Insignificant

Table 1.4: Showing coefficient of correlation between Achievement in Hindi and Systematic Cognitive Style of Students of 10th Class

Interpretation

The coefficient of correlation between achievement in Hindi and systematic cognitive style of students is .053, which is not significant at 0.05 levels of significance. It means that there is no significant relationship between achievement in Hindi and systematic cognitive style of students of 10th class. In the light of this, the null hypothesis that there is no significant relationship correlation between achievement in Hindi and systematic cognitive style of students is accepted.

Results pertaining to relationship between Achievement in Hindi and Intuitive Style of students of 10th class

Hypothesis 4: There exists no significant relationship between Achievement in Hindi and Intuitive Style of students of 10th class

To find out the relationship between achievement in Hindi and Intuitive Style of students of 10th class, coefficient of correlation was calculated and the results have been presented below in the under mentioned table.

Variables	N	Df	Coefficient of correlation	Result
Achievement in Hindi	100			

Intuitive Style	100			
		98	0.075	Insignificant

Table 3.5: Showing coefficient of correlation between Achievement in Hindi and Intuitive Cognitive Style of Students of 10th Class

Interpretation

The coefficient of correlation between achievement in Hindi and intuitive cognitive style of students is .075, which is not significant at 0.05 levels of significance. It means that there is no significant relationship between achievement in Hindi and intuitive cognitive style of students of 10th class. In the light of this, the null hypothesis that there is no significant relationship between achievement in Hindi and intuitive cognitive style of students is accepted.

Results pertaining to relationship between Achievement in Hindi and Language Creativity of students of 10th class

Hypothesis 6: There exists no significant relationship between Achievement in Hindi and Language Creativity of students of 10th class

To find out the relationship between achievement in Hindi and Language Creativity of students of 10th class, co-efficient of correlation was calculated and the result is presented in the under mentioned table.

Variables	N	Df	Coefficient of correlation	Result
Achievement in Hindi	100			
Language Creativity	100	98	-0.133	Insignificant

Table 3.5 Showing Coefficient of correlation between Achievement in Hindi and Language Creativity of Students of 10th Class

Interpretation

The coefficient of correlation between achievement in Hindi and language creativity of students is -0.133, which is not significant at 0.05 levels of significance. It means that there is no significant relationship between achievement in Hindi and language creativity of students. In the light of this, the null hypothesis that there is no significant relationship between achievement in Hindi and language creativity of students is accepted.

11 CONCLUSION

Conclusions are an essential part for an investigator as they derive a finishing touch and review whole work. In the present study, on the basis of analysis and interpretation of data, following conclusions were drawn.

1. There exists no significant difference in achievement in Hindi between boys and girls of 10th class.
2. There exists no difference in cognitive style between boys and girls of 10th class.
3. There exists no significant difference in language creativity between boys and girls of 10th class.
4. There exists no significant relationship between achievement in Hindi and systematic cognitive style of students of 10th class.
5. There exists no significant relationship between achievement in Hindi and intuitive cognitive style of students

of 10th class.

6. There exists no significant relationship between achievement in Hindi and language creativity of students of 10th class.

12 LIMITATIONS OF THE STUDY

The researcher considered of following limitations in the present study.

1. The sample size of the study was very small.
2. The study was conducted in Jalandhar district of Punjab. It can be extended to other districts or Punjab state.
3. The study was delimited to urban students only. It can be extended to rural students also.

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