

# PERCEPTION OF SECONDARY SCHOOL STUDENTS REGARDING CURRICULUM TRANSACTION OF PUNJABI POEM

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## Abstract

*The study was undertaken with objective to examine the student's perception regarding Curriculum Transaction of Punjabi Poem (CTPP) 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 Poem scale developed by Dr. Tirath Singh (2014) was used. It was found that both Punjabi and English medium, students studying in Govt and aided schools, students studying in Govt and private schools, students studying in aided and private schools, students with parent's qualification, as illiterate and upto 9th class more than matric had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem. No interaction effect was found.*

## Introduction

Curriculum transaction 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.

Teaching of poetry embodies the beauty of the language, thought and feelings. It uplifts the human soul and brings music and joy into life. Poetry is the musical and metrical form of language and it brings students in touch with the very best of human nature. It develops the aesthetic pleasure and students enjoy the lyricism which is inherent in poetry. Poetry plays an important role in the several curriculums. It helps in the all around development of the student, particularly the emotional, imaginative, intellectual and aesthetic sides. It enriches the expression of students and introduces a variety of language pattern. Poetry is the blossom and fragrance of all human knowledge, human thoughts, human passion and emotions. Poetry embodies light in expression, stretched, between thought, feeling and form, poet works at the frontier of knowledge. Ted Hughes in his important and international book 'Poetry in Making' describes two aspect of poetry. Hughes claims that poetry is possessed of certain

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special, something that are curious to learn. His claim is that the latent talent for self expression in any child is immeasurable. These recognitions are at the heart of reading and writing poetry in schools. The activities in the classroom need to reflect a desire to promote both in a collaborative endeavor between the teachers and taught.

### **Literature reviewed**

Literature was reviewed with respect to Curriculum Transaction of poetry, but the researcher could not find any research on curriculum transaction of Punjabi poetry. Even in Hindi language no research was found on the same topic. A single research study was found which addresses the issue related to poetry as the nature of poetry, history of poetry, the language of poetry, poetry teaching: techniques and methods. Some of the studies were found related to curriculum transaction of English grammar and English stories. Bilingual methods were more effective instructional strategies for teaching English language and bilingual students have more positive attitude towards language (Peal et al., 1962; Sabharwal, 1978; Murphy, 1968; Morgan, 1971). Mother language has also been found to be helpful in all round development of children (Riestra et al., 1964; Mishra, 1968). Gardner and Smythe (1975) found more positive attitudes towards the speaking language. Kumar (1978) and Oad (1980) found that remedial material was found to be effective in reducing the frequency of errors in language learning. 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 grammar and using new teaching devices. Jones (2012) studied the relationship between language attitude and the involvement of stakeholders and found that stakeholders also play their important role towards the attitude of learning language. Sharma (1968) studied that the mother tongue being the medium of instruction.

### **Objectives**

- 1 To study the perception of secondary school students regarding Curriculum Transaction of Punjabi Poem (CTPP).
- 2 To study the influence of medium, type of school, father qualification and their various interactions on perception regarding (CTPP).

### **METHOD**

In order to examine Curriculum Transaction in relation to Punjabi language total 60 schools and 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.

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## Tool

Perception about Curriculum Transaction of Punjabi Poem (Poem (Kavita)) scale was developed by Dr. Tirath Singh (2014) was used. The scale contains 25 items with five response categories ie SA, A, UND, D, SD. Scoring was 5 4 3 2 1 for positive items and reverse for negative items. The reliability (cronbach alpha) of the scale was .82 and Content validity was ensured.

## Data collection

The scale was distributed to the students of 9th 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- Variablewise comparison of perception regarding CTPP

Variable	Category	N	Mean	S D	CV	T
Medium	Punjabi	1,064	77.40	14.706	19.0	-2.333
	English	136	80.54	15.122	18.8	
Type of School ( TOS)	Govt	480	78.21	14.520	18.6	-.007
	Aided	240	78.22	13.793	17.6	
	Govt	480	78.21	14.520	18.6	1.178
	Private	480	77.07	15.503	20.1	
	Aided	240	78.22	13.793	17.6	.973
	Private	480	77.07	15.503	20.1	
Father Qualification (FQ)	Illiterate	377	78.32	15.684	20.0	.271
	School Education	449	78.04	14.279	18.3	
	Illiterate	377	78.32	15.684	20.0	1.327
	Higher Education	374	76.86	14.430	18.8	
	School Education	449	78.04	14.279	18.3	1.172
	Higher Education	374	76.86	14.430	18.8	

Note=Criterion of neutral perception=81 total number of items (25) is multiplied by number of mid response category (1) i.e.  $25 \times 3 = 75$ . Hence mean score less than 81 indicate unfavorable/negative perception and higher mean score indicate favorable/ positive perception.

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Table-I shows significant difference (-2.333) between Punjabi and English medium students. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of medium, is rejected. It may be concluded that both Punjabi and English medium students had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

Table-I shows no significant difference (t value .007) between students studying in Govt School and aided school. In the light of this, null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of type of school, is not rejected. It may be concluded that both students studying in Govt and aided schools had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

Table-I shows no significant difference (t value 1.178) between students studying in Govt school and private school. In the light of this null hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of type of school, is not rejected. It may be concluded that both students studying in Govt and private schools had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

Table-I shows no significant difference (t value .973) between students studying in aided school and private school. In the light of this null hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of type of school, is not rejected. It may be concluded that both students studying in aided and private schools had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

Table-I shows significant difference (.271) in the perception of students having parent's (father) qualification illiterate and upto 9th class. In the light of this null hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of parent's (father) qualification, is not rejected. It may be concluded that students with illiterate and upto 9th class parent's (father) qualification had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

Table-I shows significant difference (1.327) in the perception of students having parent's (father) qualification illiterate and more than matric. In the light of this null Hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of parent's (father) Qualification, is not rejected. It may be concluded that students with parent's (father) qualification from illiterate and more than matric had equal favorable level of perception regarding Curriculum Transaction of Punjabi

Poem.

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Table-I shows significant difference (1.172) in the perception of students having parent's (father) qualification upto 9th class and more than matric. In the light of this null hypothesis that there is no significant difference in mean score of perception regarding Curriculum Transaction of Punjabi Poem on the basis of parent's (father) qualification, is not rejected. It may be concluded that students having parent's (father) qualification upto 9th class and more than matric had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

### **Findings**

- Both Punjabi and English medium students had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.
- Students studying in Govt and aided schools had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.
- Students studying in Govt and private schools had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.
- Students studying in aided and private schools had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.
- Student's with illiterate and upto 9th class parent's (father) qualification had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.
- Student's with illiterate and more than matric parent's (father) qualification had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.
- Student's with parent's (father qualification) upto 9th class and more than matric had equal favorable level of perception regarding Curriculum Transaction of Punjabi Poem.

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