

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

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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 selected 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. Results of the study show that Students of first division and second division had unfavorable perception regarding curriculum transaction of Punjabi grammar, but students of second division had less (unfavorable) than students of first division. Students of both (illiterate and up to 9th standard) parent had unfavorable perception regarding Curriculum Transaction of Punjabi grammar. But students with parent qualification up to 9th standard had less than unfavorable than illiterate parent. No interaction effect was found.*

**Keywords :** Perception, Curriculum transaction, Punjabi grammar.

### Introduction

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. Grammar as the practical analysis of a language, its anatomy deals with the function of words in a sentence. It explains the structural details of a sentence. It is concerned with the general rules of syntax or sentence construction, i.e., the order of words, agreement of the subject and the verb, sequence of tenses etc. these rules throw light on the language structure and facilitate correct language learning. Transaction of curriculum with respect to grammar of father tongue Punjabi is mostly ignored area of research. Research review of the related literature also shows the same gap and keeping in view the same in mind the present study was conducted.

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

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Pradesh. The study focused on investigation of errors in certain selected areas of English grammar 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 show that Palestinian learner's switching of tense resulted from using 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 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 grammar 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 grammar. 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 grammar 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 of the study**

- To study the perception of secondary school students regarding Curriculum Transaction of Punjabi Grammar (CTPG).
- To study the influence of Gender, Parent (Father) Qualification, previous

achievement marks and their various interactions on perception regarding (CTPG).

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## 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.

## Tool used

Perception about curriculum transaction of Punjabi grammar scale developed by Dr. Tirath Singh (2014) was used. The scale contains 27 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) 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 I- Variable wise comparison of perception regarding CTPG.

Gender	N	Mean	S. D	CV	t		
Male	190	76.54	11.150	14.57	0.473		
Female	210	77.10	12.524	16.24			
Division in Previous achievement					First	Second	Third
With Distinction	76	77.61	12.548	16.17	1.545	0.472	0.218
First division	166	75.05	11.667	15.55		2.401	1.522
Second division	115	78.44	11.642	14.84			0.154
Third division	42	78.12	11.733	15.02			
Father Qualification					Upto 9	Matric plus	
Illiterate	147	77.44	11.450	14.78	0.727	1.828	
upto 9	102	78.59	13.268	16.88		2.293	
Metric or more	151	75.05	11.119	14.81			
Total	400	76.83	11.880	15.46			

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**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.

Table No. 1 shows not significant difference (t value 0.473) 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 grammar on the basis of gender, is accepted. It may be concluded that both male and female students had equal (unfavorable) level of perception regarding curriculum transaction of Punjabi grammar.

Table No. 1 shows not significant difference (t value 1.545) between students with distinction and first division students. 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 marks in previous class, is not accepted. It may be concluded that both students studying in distinction and first division students had equal (unfavorable) level of perception regarding curriculum transaction of Punjabi grammar.

Table No. 1 shows not significant difference (t value 0.472) between students with distinction and second division students. 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 marks in previous class, is accepted. It may be concluded that both students studying in distinction and second division students had equal level of perception regarding curriculum transaction of Punjabi grammar.

Table No. 1 shows not significant difference (t value 0.218) between students with distinction and third division students. 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 marks in previous class, is retained. It may be concluded that both students studying in distinction and third division students had equal (unfavorable) level of perception regarding curriculum transaction of Punjabi grammar.

Table No. 1 shows significant difference (t value 2.401) 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 grammar on the basis of marks in previous class, is rejected at 0.01 level of significance. Further the mean score of first division (75.05) is lower than (78.44) second division students. It may be concluded that students of first division and second division had unfavorable perception regarding curriculum transaction of Punjabi grammar, but students of second division had less (unfavorable) than students of first division.

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Table No. 1 shows not significant difference (t value 1.522) between students with first division and third division students. 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 marks in previous class, is retained. It may be concluded that both students studying in first division and third division students had equal (unfavorable) level of perception regarding curriculum transaction of Punjabi grammar.

Table no. 1 shows not significant difference (t value 0.154) between students with second division and third division students. 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 marks in previous class, is retained. It may be concluded that both students studying in second division and third division students had equal (unfavorable) level of perception regarding curriculum transaction of Punjabi grammar.

Table No.1 shows significant difference (0.727) between illiterate and upto 9 parents (Father) qualification. 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 parent's (Father) qualification education, is retained. It may be concluded that illiterate and upto 9 parents (Father) qualification had equal (unfavorable) perception regarding Curriculum Transaction of Punjabi Grammar.

Table- shows significant difference (1.828) between illiterate and more than metric parent (Father) qualification. 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 parents (Father) qualification, is retained. It may be concluded that illiterate and more than metric parents (Father) qualification had equal (unfavorable) perception regarding Curriculum Transaction of Punjabi Grammar.

Table No.1 shows significant difference (2.293) between upto 9 and more than metric parents (Father) qualification. 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 parents (Father) qualification, is rejected. Further the mean score of students with illiterate (77.44) is higher than students of Father with upto 9 qualification (78.59) It may be concluded that students of both (illiterate and upto 9) parent had unfavorable perception regarding Curriculum Transaction of Punjabi grammar. But students with parent qualification upto 9 had less than unfavorable than illiterate parent.

### **Findings**

1. Both male and female students had equal (unfavorable) level of perception regarding curriculum transaction of Punjabi grammar.

2. Students studying in distinction and first division students had equal (unfavorable) level of perception regarding curriculum transaction of Punjabi grammar.



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3. Students studying in distinction and second division students had equal (unfavorable) level of perception regarding curriculum transaction of Punjabi grammar.
  4. Students studying in distinction and third division students had equal (unfavorable) level of perception regarding curriculum transaction of Punjabi grammar.
  5. Students of first division and second division had unfavorable perception regarding curriculum transaction of Punjabi grammar, but students of second division had less (unfavorable) than students of first division.
  6. Students studying in first division and third division students had equal (unfavorable) level of perception regarding curriculum transaction of Punjabi grammar.
  7. Students studying in second division and third division students had equal (unfavorable) level of perception regarding curriculum transaction of Punjabi grammar.
  8. Illiterate and upto 9 parents (Father) qualification had equal (unfavorable) perception regarding Curriculum Transaction of Punjabi Grammar.
  9. Illiterate and more than metric parents (Father) qualification had equal (unfavorable) perception regarding Curriculum Transaction of Punjabi Grammar.
  10. Students of both (illiterate and upto 9) parent had unfavorable perception regarding Curriculum Transaction of Punjabi grammar. But students with parent qualification upto 9 had less than unfavorable than illiterate parent.

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