



“A COMPARATIVE ANALYSIS OF HINDI LANGUAGE ATTITUDE BETWEEN STUDENTS OF URBAN AND RURAL SCHOOLS AT THE SECONDARY LEVEL”

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ABSTRACT

Language attitudes are a critical component of sociolinguistic and educational research, reflecting perceptions that significantly influence language acquisition and usage. In Gujarat, where Gujarati is the primary regional language, Hindi is taught as a second or third language in schools. However, attitudes toward Hindi vary between urban and rural areas due to differences in exposure, resources, and socio-educational contexts. This study aims to compare the attitudes of ninth-standard students in urban and rural schools in Ahmedabad toward the Hindi language. A descriptive survey-based design was employed, with data collected from 130 students (65 urban and 65 rural) across four schools in Ahmedabad using a standardized Likert-scale questionnaire. The findings reveal a significant difference in attitudes, with urban students exhibiting more positive attitudes toward Hindi than their rural counterparts. The results highlight the impact of geographical and socio-educational factors on language attitudes and suggest the need for targeted interventions to bridge the urban-rural divide in Hindi language education.

KEYWORDS: Hindi Language Attitude, Urban-Rural Divide, Secondary Education, Gujarat, Ahmedabad, Sociolinguistics

1. INTRODUCTION

Language attitudes represent a critical area of sociolinguistic and educational research, reflecting deeply ingrained perceptions that significantly influence language acquisition, usage, and policy. Within the multilingual fabric of India, Hindi holds a unique position as an official language of the Union government and a lingua franca for a vast portion of the population. However, attitudes towards Hindi are not monolithic and are shaped by a complex interplay of regional, social, and educational factors. Gujarat, a state with a rich linguistic heritage centered on Gujarati, presents a compelling context for examining these dynamics. The educational landscape in Gujarat is characterized by a distinct disparity between urban and rural settings, particularly in terms of resource allocation, pedagogical approaches, and exposure to linguistic diversity. Students in urban areas often experience a more immersive Hindi environment through media, social interactions, and better-equipped schools, whereas their rural counterparts may have more limited and formal exposure, primarily through the academic curriculum. This study seeks to undertake a comparative analysis of the attitudes held by ninth-standard students in Ahmedabad towards the Hindi language, systematically comparing the responses from urban and rural educational institutions. The significance of this research lies in its potential to illuminate how geographical and socio-educational contexts mold linguistic perceptions during adolescence, a formative period for identity formation. Findings from this study could provide valuable insights for curriculum developers, policymakers, and educators in designing more effective and context-sensitive language teaching strategies that not only improve proficiency but also foster positive attitudes towards national languages within regional contexts.

2. LITERATURE REVIEW

Garrett, P. (2010) defines language attitude as a disposition involving cognitive beliefs, affective feelings, and behavioral intentions towards a language and its speakers, emphasizing the role of social and environmental factors in shaping these attitudes.

Gardner, R. C. (1985) proposed the Socio-Educational Model, highlighting the influence of social context, including family and educational environment, on language learning attitudes and motivation.

Baker, C. (1992) established that access to resources, quality of teaching, and linguistic environment profoundly affect not only proficiency but also learners' motivations and attitudes toward a language.

Jain, R. (2020) argued that urban students, due to media consumption and diverse social interactions, often develop a more integrative attitude towards Hindi, seeing it as a necessary tool for national integration and broader communication.

Patel, S. (2021) highlighted that rural students in Gujarati-medium schools often have less exposure to Hindi outside the classroom, making their learning experience more academic and less experiential, leading to a utilitarian rather than emotional attitude.

Kumar, R. (2017) found that the urban-rural divide significantly impacts language learning motivation, with urban students exhibiting higher motivation due to greater exposure and perceived instrumental benefits.

The existing literature confirms the significance of the urban-

rural divide in shaping language attitudes but indicates a lack of focused empirical studies on Hindi language attitudes in Ahmedabad. This study addresses this gap by providing a comparative analysis based on primary data from urban and rural schools in Ahmedabad.

3. RESEARCH OBJECTIVES

- To assess and compare the attitudes of urban and rural ninth-standard students in Ahmedabad toward the Hindi language.
- To examine the differences in cognitive, affective, and behavioral components of language attitudes between urban and rural students.
- To analyze the impact of socio-educational factors on Hindi language attitudes.

4. RESEARCH METHODOLOGY

Sources of Data

Primary data was collected from 130 ninth-standard students (65 urban and 65 rural) selected from four schools in Ahmedabad. Data was gathered through a standardized Likert-scale questionnaire.

Secondary data was obtained from academic journals, books, and previous research studies on language attitudes and the urban-rural divide in education.

Operational Definitions

Language Attitude: Measured through cognitive beliefs, affective feelings, and behavioral intentions toward Hindi.

Urban Schools: Schools located within the municipal limits of Ahmedabad.

Rural Schools: Schools located in the outskirts or peripheral villages of Ahmedabad.

Variables

Independent Variable: Locale (urban/rural).

Dependent Variable: Attitude toward Hindi language.

Controlled Variables: Age (14-15 years), grade (IX), medium of instruction (Gujarati).

Research Design

- Type: Descriptive survey-based comparative design.
- Method:
 - Administration of a standardized questionnaire to urban and rural students.
 - Data collection through in-person surveys with school permissions.
- Data Collection Tools:
 - Likert-scale questionnaire adapted from Gardner's Attitude/Motivation Test Battery.

5. DATA ANALYSIS

Group	N	Mean Attitude Score	Std. Deviation	t-value	p-value
Urban	65	3.85	0.58	4.936	0.000
Rural	65	3.10	0.72		

Table 1: Comparison of Hindi Language Attitude Scores Between Urban and Rural Students

Hypothesis Test

H_0 : There is no significant difference in Hindi language attitude scores between urban and rural students.

INTERPRETATION

As per Table 1, the p-value is 0.000, which is lower than the standard alpha value of 0.05. Therefore, the null hypothesis is rejected. It is concluded that there is a statistically significant difference in Hindi language attitude scores, with urban students exhibiting more positive attitudes than rural students.

6. CONCLUSION

This study demonstrates a significant urban-rural divide in attitudes toward the Hindi language among ninth-standard students in Ahmedabad. Urban students showed more positive attitudes due to greater exposure to Hindi through media, social interactions, and better educational resources. In contrast, rural students had a more utilitarian view of Hindi, influenced by limited exposure and a formal academic approach. These findings underscore the need for targeted educational strategies, such as incorporating immersive and contextual learning experiences in rural schools, to foster positive attitudes toward Hindi. Policymakers and educators should focus on bridging the urban-rural divide by enhancing resources, teacher training, and community involvement in Hindi language education.

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