

# STUDY OF EDUCATIONAL STATUS OF 5<sup>TH</sup> CLASS STUDENTS IN TEHSIL BAHU OF JAMMU DISTRICT (J&K)

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**Abstract:** *In the present study the investigator have conducted the study on the educational status of the children studying in fifth standard in primary schools in Bahu tehsil of Jammu district, in this investigator has conducted the study among the 5<sup>th</sup> class students regarding educational status reading and comprehensive in English, moreover the investigator has collected the data from the 200 students with the help of self prepared tool including (capital and small letters of alphabets, words, sentences, small paragraph, short story, essay with comprehension questions) regarding educational status 'reading and comprehensive in English' the investigator approached the respondents on the individual baies, the collected data was based on sex-wise, school-wise, the results of the study indicates that there was the significant difference among the 5<sup>th</sup> class students regarding educational status 'reading and comprehensive in English'*

**Keywords:** *Education, educational status, reading, comprehension, primary schools.*

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## I. INTRODUCTION

Education is a very complex term, which includes unlimited knowledge, experience, generalizations, methods, procedures, processes ways and means. Education starts from cradle to grave, it makes the life of the individual from non-progressive, to progressive un-cultured to cultured un-civilized to civilized, un-social to social, un-aware to aware, un-conscious to conscious. It works differently in a different way, sometimes, it is used as a process, sometimes it is being used as an instrument, and the main role of education is to do the overall development of the individual

It is very difficult to understand the clear meaning of education, even the great educationists, philosophers, psychologists and the persons working in the field of education are helpless to achieve at conclusions. There is no any single meaning which may be acceptable to all. To understand the meaning of education, different opinions regarding its derivations are there, some says, it is derived from the term "Educere" which means to bring up or to nourish, some other says, it is derived from the Latin word "Educare" meaning 'to lead out' or 'to draw out the best in child and man, the third view says it is derived from the Latin word "Educatum" means 'the act of teaching or training. The above derivative views indicate that the education is a complex whole. It includes outside support, inside qualities, repetition on behavioral aspect. The meaning of education is very wide and complex which includes Conditioning (creation of taste in the habits), Instruction (Direction towards habits), Teaching (practice on habits) Training (Repetition on habits) Learning (Formation of habits) Therefore, Education cannot be equated with the conditions, Instruction, teaching, training or learning. But it is a complex whole which cannot be defined in terms

The concept of Education is to bring the change in the behavior of the individual with the proper utilization of the available resources (human as well as the material) through the various processes i.e. conditioning, instruction, teaching, training, and learning in the formal, informal, and non formal systems or in the natural settings.

Education is a very complex term, which plays its role in the areas of physical sciences, behavioral sciences, and social sciences when it works in the area of physical sciences its nature are scientific, it develops the skills and scientific temper

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among the children by adopting the scientific strategies. As in the areas of educational training the highly trained person, provides training to the under trainers and develop the various skills and scientific temper among the trainees. On the other hand, when it plays its role in the areas of behavioral sciences, it works for the development of behavior, then its nature become less scientific and more than social i.e. in the area of teaching any teacher from the area of behavioral sciences can teach the children in the class for behavioral development. Moreover, when, Education plays its role in the areas of social sciences, its nature become social therefore, Education is dynamic in its nature. Therefore, we can say education is dynamic in nature.

Due to its complex nature, the term Education, is defined by the various educationists, Psychologists, sociologists, philosophers teachers, scholars professionals, preachers etc. differently in different ways. Every person defined the term 'Education' in accordance with his/her personal learned behavior or gained knowledge. In its natural setting, if we ask the definition of Education to a doctors he may says "Education is to diagnose a patient who is suffering from some type of disease and to provide him the proper medicine and diet so that he become healthy" "psychologists say's "Education is the modification of behavior, sociologist says "Education is the study of bond of relations relation among the individual's in the society philosopher says "Education is the study of reality or the study of doubts as the life start from the doubts, goes with the doubts, ends with the doubts". An Architect says "Education is to draw the beautiful structure on the paper then to construct the building on the ground" Engineer says "Education is to ensure the quality building material being used for the construction purpose" Farmer who is working in the fields says" Education is to plough the field properly, and to sow the seed in the field and the irrigate it time to time so as to get the good quality of grains" from the above statement it is clear, that everybody has been defining the term education in accordance with his/her gained knowledge or learned behaviors.

As we know in the present system of education, the great stress have been given to develop such a type of module which can help the learner as well as the teacher to get the proper knowledge and understanding by strengthening the reading and comprehension level of the learner, therefore, the need of the time is to prepare such type of instructional materials in a systematic manner, so that the reading and comprehensive level of the children can be streamlined. The efforts should be done to strengthen the every organ of the system and to make them functional. The various factors which mostly affect the reading and comprehension level of the learners must be understand by the teacher, as most of the times the learners are unable to read the content of their course books, and they have been given the promotion to the next classes. The continues promotions cannot eradicate the errors which are creating the vacuum in the mind of the learners which will create the great hurdle in future, as most of the studies shown, that along with the various other factors, the lack in reading and comprehension has been the biggest factor of stagnation and dropout. Mostly the children, lacking behind in reading and comprehension cannot continue their studies, up to some extent the teacher's efforts and energy goes waste. Therefore the need of the hour is to speed up the role being played by the various agencies of education to conduct and understand the action research in different areas and in different subjects to understand the actual level of the students studying in different levels at different stages whether they read and comprehend the courses of study. Mostly these types of activities should be started at the nursery, and pre-primary level. This type of action research will definitely will help us to understand the actual level of the children and then the structure of the programme should be designed with certain objective based of the problems rectified during the action research, and the modules should be prepared to provide the proper and need based training to the teachers teaching in lower level of the educational system.

## **II. SIGNIFICANCE OF THE STUDY**

As we know the elementary education is the steppingstone & foundation on which the whole structure of any nation can be build this is the first step of the ladder of educational system. If someone takes the first step carefully or wisely the other steps taken on this behalf would automatically correct and towards right direction, because, it is elementary education which makes aware the future citizens, by serving up to at least sixteen years in the elementary schools in Jammu district, I mostly found the children being promoted in at the elementary stage in the school education system most of them are not able to read even the small letters of the alphabets at the higher primary level and there are no options for them to stop their studies, and by improper understanding of the children the teachers are helpless for them even doing the hard work with them, and their energy goes waste the need the hour is to channelize the system of education, therefore I think it better to conduct a study on the same problem to find out the actual problem of the learners and study the actual educational status of the students studying in 5<sup>th</sup> class in primary schools of Bahu tehsil of Jammu district.

### **III. OBJECTIVES OF THE STUDY**

1. To study the significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class Boys studying the primary schools in Tehsil Bahu (Jammu) on school-wise.
2. To study the significance of difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class Girls studying the primary schools in Tehsil Bahu(Jammu) on school-wise.
3. To study the significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class children studying the Govt. primary schools in Tehsil Bahu(Jammu) sex-wise.
4. To study the significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class children studying the private primary schools in Tehsil Bahu(Jammu) on sex-wise.
5. To study the significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class children studying the primary schools in Tehsil Bahu(Jammu) on school-wise.

### **IV. HYPOTHESIS OF THE STUDY**

1. There will be no significance difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class Boys studying the primary schools in Tehsil Bahu(Jammu) on school-wise.
2. There will be no significance of difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class Girls studying the primary schools in Tehsil Bahu (Jammu) on school-wise.
3. There will be no significance difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class children studying the Govt. primary schools in Tehsil Bahu (Jammu) sex-wise.
4. There will be no significance difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class children studying the private primary schools in Tehsil Bahu(Jammu) on sex-wise.

5. There will be no significance difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class children studying the primary schools in Tehsil Bahu(Jammu) school-wise.

#### Population of the study

In the present study, the entire population is comprised of all the students studying in primary Schools (Government and Private) of Bahu tehsil in Jammu District.

#### V. SAMPLE OF THE STUDY

The sample of the present study comprised of 200 5<sup>th</sup> class students studying in various Government and Private primary schools of Bahu tehsil (Government schools =100 students, Private schools=100 students) comprising of equal no. of boys and girls. The sample was taken randomly from various Government and Private schools of Bahu tehsil in Jammu District.

#### Tool used

In the present study, the investigator visited all the randomly selected schools. Private and Government schools of tehsil, Bahu for the collection of data, the aim was that personal presence of the investigator would satisfy the educational status of the students and also the purpose of the study could be explained to the students in order to ensure relative response. First of all, the investigator approached the various heads of the institution and the problem was explained to them fully. The investigator has taken the permission from the head of the institution and help of the teacher in the collection of the data and then the test was administered to the students to follow them carefully. During the administration, required Steps were taken to control students. The students were assured that their responses would be kept confidential. Hence, the show sincerity in reading the text correctly as far as possible after giving the necessary instruction the investigator goes one by one each student and asked the students to read the text and check the status of each student one by one. Investigator collected all the data from the students within the active participation of teacher concerned with class in every school

#### Statistical techniques used

I have calculated the mean, S.D, SEM, SE<sub>dm</sub> and C.R from the data collected.

Analysis and interpretation

#### Objective-1

To study the significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class **Boys** studying the primary schools in Tehsil bahu in Jammu district on **school-wise**.

**Table no: -One**

Vriables	N	Total scores	Mean	S.D	S.E	SE <sub>dm</sub>	C.R	Remarks
GPS BOYS	100	221	2.21	2.56	0.25	1.14	0.07	Insignificant
PPS BOYS	100	212	2.12	2.36	0.23			

Significance level at 0.05= (1.96)

#### Interpretation

The table no:- one, above indicates that the calculated mean value of private primary school boys is slightly higher i.e. 2.12 as compared to the students studying in govt. primary schools of Tehsil bahu in Jammu district, Moreover, the calculated C.R-value i.e 0.07 is less than the table value at the Significance level at 0.05=(1.96). Therefore, the set null hypothesis, “There will be the no significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class **Boys** studying the primary schools in Tehsil bahu in Jammu district on **school-wise**” is rejected and the research hypothesis is accepted.

**Results:** -The educational status of 5<sup>th</sup> class boys studying in Govt. primary schools regarding, reading and comprehension in English is slightly better as compared to the boys studying in private primary schools in Tehsil bahu in Jammu district.

**Objective-2**

To study the significance of difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class Girls studying the primary schools in Tehsil bahu in Jammu district on school-wise.

**Table no: -Two**

Vriabl es	N o.	Total scores	Me an	S. D	S.E m	SEd m	C. R	Remarks
GPS GIRLS	100	216	2.16	2.54	0.25	0.36	0.5	Insignific ant
PPS GIRLS	100	234	2.34	2.72	0.27			

Significance level at 0.05= (1.96)

**Interpretation**

The table no :- Two, above indicates that the calculated mean value of private primary school girls is slightly higher i.e 2.34 as compared to the girls studying in govt. primary schools of Tehsil bahu in Jammu district, Moreover, the calculated C.R-value i.e 0.5 is less than the table value at the Significance level at 0.05=(1.96). Therefore, the set null hypothesis, “There will be the no significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class **Girls** studying the primary schools in Tehsil bahu in Jammu district on **school-wise**” is rejected and the research hypothesis is accepted.

**Results** -The educational status of 5<sup>th</sup> class girls studying in private primary schools regarding, reading and comprehension in English is slightly better as compared to the girls studying in govt. primary schools in Tehsil bahu in Jammu district.

**Objective-3**

To study the significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class children studying the Govt. primary schools in Tehsil bahu in Jammu district sex-wise.

**Table no: -Three**

Vriables	No.	Total scores	Mean	S.D	S.Em	SEdm	C.R	Remarks
GPS BOYS	50	100	2.0	2.54	0.25	0.36	1.11	Insignificant
GPS GIRLS	50	81	1.6	2.72	0.27			

Significance level at 0.0= (1.96)

### Interpretation

The table no :- Three, above indicates that the calculated mean value of Govt. primary school boys is slightly higher i.e 2.54 as compared to the girls studying in govt. primary schools of Tehsil bahu in Jammu district, Moreover, the calculated C.R-value i.e. 1.11 is less than the table value at the Significance level at 0.05=(1.96). Therefore, the set null hypothesis, “There will be the no significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class studying the Govt. primary schools in Tehsil bahu in Jammu district on **sex-wise**” is rejected and the research hypothesis is accepted.

### Results

The educational status of 5<sup>th</sup> class boys studying in Govt. primary schools regarding, reading and comprehension in English is slightly better as compared to the girls studying in govt. primary schools in Tehsil bahu in Jammu district.

### Objective-4

To study the significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class studying in the private primary schools in Tehsil bahu in Jammu district on **sex-wise**.

**Table no: -Four**

Vria bles	N o.	To tal scor es	Me an	S. D	S. Em	SE dm	C .R	Remarks
PPS BOYS	5 0	11 4	2.2 8	0. 36	0.0 3	0.4 2	1.42	Insignifi cant
PPS GIRLS	5 0	11 1	2.2 2	0. 35	0.0 3			

Significance level at 0.0= (1.96)

### Interpretation

The table no :- Three, above indicates that the calculated mean value of private primary schoolboys is slightly higher i.e 2.28 as compared to the girls studying in private primary schools of Tehsil bahu in Jammu district, Moreover, the calculated C.R-value i.e. 1.42 is less than the table value at the Significance level at 0.05=(1.96). Therefore, the set null hypothesis, “There will be the no significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class studying in the private primary schools in Tehsil bahu in Jammu district on **sex-wise**” is rejected and the research hypothesis is accepted.

### Results

The educational status of 5<sup>th</sup> class boys studying in private primary schools regarding, reading and comprehension in English is slightly better as compared to the girls studying in private primary schools in Tehsil bahu in Jammu district.

### Educational implication

The above finding indicates that the new researcher or scholars have the open opportunity to conduct the research on the same objective for the further investigation, so that the new parameters of knowledge, regarding the educational status of children can be found out. For the betterment of the children and the new strategies can be applied to bring the desired results.

### Objective-5

To study the significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class children studying the primary schools in Tehsil bahu in Jammu district on school-wise.

**Table no: -Five**

Vriables	No.	Total scores	Mean	S.D	S.Em	SEdm	C.R	Remarks
GPS	100	221	2.21	2.56	0.25	0.13	1	Insignificant
PPS	100	234	2.34	2,72	0.27			

Significance level at 0.05= (1.96)

### Interpretation

The table no :- Three, above indicates that the calculated mean value of private primary school is slightly higher i.e 2.34 as compared to the girls studying in govt. primary schools of Tehsil bahu in Jammu district, Moreover, the calculated C.R-value i.e. 1.0 is less than the table value at the Significance level at 0.05=(1.96). Therefore, the set null hypothesis, “There will be the no significant difference of mean scores regarding the educational status (reading and comprehension in English) among the 5<sup>th</sup> class student studying in the primary schools in Tehsil bahu in Jammu district on **School-wise**” is rejected and the research hypothesis is accepted.

### Results

The educational status of 5<sup>th</sup> class students studying in private primary schools regarding, reading and comprehension in English is slightly better as compared to the students studying in govt. primary schools in Tehsil bahu in Jammu district.

### Educational implication

The above finding indicates that the new researcher or scholars have the open opportunity to conduct the research on the same objectives for the further investigation, so that the new parameters of knowledge, regarding the educational status of children can be found out for the betterment of the children and the new strategies can be applied to bring the desired results.

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