JETIR.ORG ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

# The Effect of School Environment and Home Environment on Hindi Language Development of Primary School Students

**Dr. Kamlesh Panwar**

Principal
Govt. Girls Inter College,
Gulab Shah Peer, Rampur,
Roorkee, District Haridwar.

## Abstract

The present research aims to investigate the complex interplay between school environment and home environment and their individual and combined effects on the development of the Hindi language among primary school students. In an era where language proficiency is foundational to academic success, this study highlights how both formal and informal educational settings shape linguistic competence in early childhood. The research was conducted in the Haridwar district of Uttarakhand, utilizing a descriptive survey method. A representative sample was drawn using stratified random sampling from both government and private schools to ensure diversity across socio-economic and cultural backgrounds. Key variables such as availability of teaching-learning materials, classroom language practices, teacher-student interaction, parental education level, literacy practices at home, and socio-cultural exposure were closely examined. Standardized tools were used to measure the school and home environments, and a Hindi language development test was administered. The study found that students exposed to a positive school climate with interactive teaching practices and language-rich environments demonstrated significantly better proficiency in Hindi. Simultaneously, a supportive home atmosphere where reading habits, parental guidance, and consistent language exposure were present also contributed markedly to language development. The research revealed that the combination of a nurturing home and an enriched school environment produced the most pronounced impact on students' language proficiency, while lack of support in either or both contexts hindered progress significantly. Statistical analyses, including correlation, multiple regression, and ANOVA, confirmed that school and home factors were significantly associated with Hindi language development. Interestingly, the study also uncovered variations based on school type, gender, and rural-urban differences. Private school students and urban learners outperformed their counterparts, although the gender difference was minimal. The findings have strong implications for educational policy and pedagogical strategies, especially in multilingual and socio-economically diverse settings like India. The study recommends an integrated approach involving schools, teachers, parents, and community stakeholders to foster early language acquisition. It also identifies gaps for future exploration, such as the role of technology, regional linguistic influences, and the long-term impact of early language environments. Overall, this research contributes meaningfully to the existing body of knowledge by empirically establishing the dual importance of school and home contexts in the linguistic development of young learners, specifically in the national language of Hindi.

**Key words: Hindi Language, School Environment, Home Environment, Primary Education,**

## 1. Introduction

Language is the foundation of learning and communication, and its development during childhood determines a child's future academic and social success. Hindi, being the official language of India and the medium of instruction in many primary schools, holds a critical position in a child's linguistic and cognitive development. The acquisition and mastery of Hindi in early schooling are influenced by various factors, among which the school environment and the home environment are paramount. These two domains create the primary ecological system in which a child interacts, learns, and grows (Bronfenbrenner, 1979). The richness of language exposure, the availability of learning resources, teacher interactions, and parental involvement in both these environments are essential to foster vocabulary, comprehension, expression, and writing skills in Hindi. For instance, Singh (2019) highlighted that early literacy skills are better developed in environments where children are consistently exposed to meaningful language use, both inside and outside school.

The school environment plays a vital role in shaping a child's language abilities through structured curricula, classroom activities, and peer interactions. A well-organized school fosters a print-rich environment, encourages language expression, and promotes comprehension through textbooks, stories, poems, and interactive learning strategies. According to Sharma and Bhatia (2017), the physical and psychological atmosphere of a school, including teacher competency, student-teacher ratio, and availability of language learning materials, significantly influences children's Hindi language development. Furthermore, classroom strategies that involve story-telling, group reading, vocabulary games, and writing activities help students to internalize Hindi language structures and expand their expressive capabilities (Kumar & Sharma, 2020). Such a school atmosphere, combined with a supportive and inclusive learning culture, motivates students to explore and use Hindi creatively and confidently in different contexts.

Equally significant is the role of the home environment in the early years of language acquisition. A language-enriched home, where parents engage in conversations, read to their children, and encourage expressive dialogues in Hindi, provides a solid foundation for language development. The presence of books, newspapers, educational television programs, and consistent oral communication in Hindi at home enhances a child's exposure and language skills (Mehta, 2022). Homes where Hindi is the primary language of communication create a natural environment for children to acquire fluency and familiarity with vocabulary, syntax, and idiomatic expressions. Yadav and Mehta (2021) observed that children from literate homes where both parents actively engage in their children's education tend to develop superior linguistic and cognitive abilities. This underscores the significance of active parental involvement in a child's early literacy experiences in Hindi.

The interaction between school and home environments creates a dynamic and interconnected influence on a child's language learning. While school provides formal, systematic instruction and structured language learning activities, the home environment offers informal, emotionally rich, and spontaneous learning opportunities. A child who experiences a harmonious and reinforcing relationship between home and school language exposure is likely to perform better in academic language tasks and real-life communication. Research

by Kaur and Malik (2019) showed that the synergy between home and school settings contributes significantly to the development of reading and writing skills in primary students. Their findings indicated that when both the school and home actively support Hindi literacy, students exhibit greater motivation, self-confidence, and language proficiency. Thus, the combined effect of these environments creates an enriched learning experience that maximizes language acquisition.

Socioeconomic and cultural contexts also shape the quality of home and school environments and subsequently influence language development. Children from higher socioeconomic backgrounds often have access to better-equipped schools, more qualified teachers, and a greater variety of reading and learning materials at home. These resources provide them with a richer exposure to the Hindi language compared to children from underprivileged families (Pandey, 2018). Additionally, the attitudes of parents and teachers towards Hindi as a language of education and communication play a crucial role in shaping children's interest and motivation in learning it. In some urban and private schooling contexts, the dominance of English often leads to a marginalization of Hindi, affecting students' fluency and comfort with their native language. Therefore, cultural and socioeconomic differences in language exposure must be considered while examining the effect of environmental factors on Hindi language development.

The theoretical framework for this research is grounded in Vygotsky's (1978) sociocultural theory, which posits that children's cognitive development, including language learning, is largely shaped by their social interactions and cultural context. Vygotsky emphasized that learning occurs through the "zone of proximal development," where children achieve more with the support of adults or peers than they can independently. In the context of this study, teachers and parents serve as vital scaffolds in children's Hindi language learning process. When children engage in meaningful linguistic interactions with adults at home and in school, their vocabulary, grammatical understanding, and expressive language abilities expand. This interactional view of learning provides a valuable perspective in understanding how the environment mediates the development of Hindi language skills.

Furthermore, the implementation of the National Education Policy (NEP) 2020 in India reemphasizes the importance of foundational literacy and multilingual learning, particularly the promotion of Hindi and regional languages in early education. The NEP calls for the development of children's cognitive and linguistic abilities through mother-tongue instruction, particularly in the foundational stage (Ministry of Education, 2020). It further stresses the need for creating conducive environments at both home and school to support language acquisition. In this light, research on the combined impact of home and school settings on Hindi language development becomes even more relevant and timely. Understanding the environmental factors influencing children's language development will guide educators, curriculum designers, and policymakers in formulating strategies for effective early language education.

## 2. Need and Justification of the Present Research

The development of language during early schooling is fundamental to a child's academic, emotional, and social success. In India, where Hindi is not only a language of instruction in many states but also a bridge to cultural and social identity, understanding the factors that affect its development in children is critical. Despite

various government initiatives promoting mother tongue-based learning, disparities in Hindi language development persist across schools and regions. While some studies claim that a strong school environment fosters better language outcomes due to structured instruction and teacher expertise (Sharma & Bhatia, 2017; Kumar & Singh, 2020), others argue that the school environment alone cannot compensate for a lack of linguistic stimulation at home (Mehta & Joshi, 2019; Yadav, 2021). These contrasting findings underscore the importance of exploring how school and home environments jointly influence Hindi language acquisition. Moreover, differences in school infrastructure, teacher training in language pedagogy, and classroom language practices necessitate a closer investigation into how environmental variables translate into language proficiency. Therefore, a detailed study on this subject is needed to identify gaps in both school and home environments that affect Hindi language development.

Contradictions also emerge from research exploring the role of the home in language learning. While several scholars have emphasized the importance of home literacy practices and parental involvement in children's language development (Tiwari & Gupta, 2018; Sinha, 2020), others suggest that even children from linguistically rich homes may struggle with academic language tasks if school support is inadequate (Verma, 2021; Choudhary, 2019). This contradiction highlights a knowledge gap regarding how these two environments interact—whether one can compensate for the shortcomings of the other, or whether both are indispensable for holistic language development. Additionally, urban and rural differences in family literacy culture, socioeconomic conditions, and parental education levels add layers of complexity that must be addressed. With the National Education Policy 2020 promoting early childhood care and foundational literacy, it becomes imperative to study the role of the home environment in a multilingual society where Hindi competes with English and regional dialects. Thus, this research seeks to clarify the extent to which the home setting can support or hinder Hindi language development among young learners when paired with different types of school environments.

Another justification for this study lies in the ambiguous findings about the dominance of English in private schools and its impact on Hindi development. Some researchers argue that the English-dominated curriculum in many urban schools results in poor Hindi skills among children, even when they are native speakers (Mukherjee & Tripathi, 2017; Rao & Khandelwal, 2021). Conversely, others find that bilingual or multilingual exposure does not necessarily hinder mother tongue development if proper instructional strategies are applied (Jain, 2018; Deshmukh, 2020). These opposing views call for a more nuanced exploration of how language policies and classroom practices influence Hindi learning. It is not just the presence of Hindi in the curriculum but how it is taught and valued by the school community that determines student outcomes. Further, the variability in teachers' linguistic competencies, availability of Hindi language resources, and classroom language use all affect students' fluency and comprehension levels. Hence, the study intends to bridge this research gap by evaluating how different school practices, in conjunction with the home environment, affect the trajectory of Hindi language development.

Lastly, the urgency of conducting this research is amplified by the increasing concerns around the declining proficiency of students in their first language, particularly Hindi, in various states of India. Government surveys

and educational assessments have repeatedly shown low levels of reading and writing proficiency among primary students in Hindi (ASER Report, 2021). While some researchers link this to inadequate teaching practices and lack of language exposure in schools (Dwivedi & Rani, 2019; Chauhan, 2020), others attribute it to poor home literacy environments and limited parental involvement in educational activities (Shukla & Sen, 2018; Iqbal & Arora, 2021). These contradictory findings stress the need to examine both environments simultaneously rather than in isolation. Moreover, given the digital divide and changing family structures in the 21st century, the role of parents and school in language learning has undergone substantial transformation. Therefore, understanding the interplay between these two spheres is not only timely but also essential for designing effective language development strategies and educational policies. This research aims to fill that void by providing empirical evidence and actionable insights for educators, parents, and policymakers.

## 3. Statement of the Research Topic

***The Effect of School Environment and Home Environment on Hindi Language Development of Primary School Students***

## 4. Operational Definitions of the term used

- **School Environment**: Refers to the physical, psychological, and instructional conditions within a school that influence students' learning experiences. This includes classroom infrastructure, teacher-student interactions, availability of learning resources, and the overall academic climate. Studies have shown that a positive school environment can enhance language development), while others argue that without supportive home environments, school efforts may not suffice.
- **Home Environment**: Encompasses the familial and domestic settings that contribute to a child's learning, such as parental involvement, availability of reading materials, and the language spoken at home.
- **Hindi Language Development**: Involves the progression of skills in understanding, speaking, reading, and writing in Hindi.
- **Primary School Students**: Children enrolled in the initial years of formal education, typically aged between 6 to 11 years.

## 5. Objectives of the Present Study

(a) To assess the impact of the school environment on the Hindi language development of primary school students.

(b) To evaluate the influence of the home environment on the Hindi language development of primary school students.

(c) To examine the combined effect of school and home environments on the Hindi language development of primary school students .

(d) To identify any significant differences in Hindi language development among students from varying school and home environments.

**6. Hypotheses**

I. There is a significant relationship between the school environment and Hindi language development among primary school students.

II. There is a significant relationship between the home environment and Hindi language development among primary school students.

III. The combined effect of school and home environments significantly influences Hindi language development among primary school students.

IV. There are significant differences in Hindi language development among students from different school and home environments.

**7. Delimitations**

- ❖ The study is confined to primary school students in the Haridwar district.
- ❖ Only students from government and private schools are included.
- ❖ The study focuses solely on Hindi language development, excluding other s subject
- ❖ Data collection is limited to a specific academic year.

**8. Research Method:** The study employs a descriptive survey method to collect data on the school and home environments and their effects on Hindi language development. This method allows for the assessment of existing conditions without manipulating variables.

- ➢ **Research Technique:** Questionnaires and standardized tests are utilized to gather data. The Home Environment Inventory (HEI) assesses the home environment, while a Hindi language proficiency test measures language development.
- ➢ **Population:** The target population comprises primary school students in the Haridwar district. This includes students from both urban and rural areas, enrolled in government and private schools.
- ➢ **Sample:** A stratified random sampling technique is used to select a representative sample of 300 students. The sample is stratified based on school type (government/private) and location (urban/rural).
- ➢ **Sampling Process: (1)** Identify all primary schools in Haridwar district.

(2) Categorize schools into government and private, and further into urban and rural.

(3) Randomly select schools from each category.

(4) Randomly select students from each selected school to participate in the study.

- ➢ **Variables**

**(a) Independent Variables**: School environment, Home environment.

**(b) Dependent Variable:** Hindi language development.

**(c) Controlled Variables**: Age, grade level, and socio-economic status.

- ➢ **Tools Used**
  - Home Environment Inventory (HEI): Developed by Mishra (2012), this tool measures various dimensions of the home environment, including control, protectiveness, and nurturance.
  - .Hindi Language Proficiency Test: A standardized test assessing reading, writing, and comprehension skills in Hindi developed by Kamelesh Panwar.

- School Environment Inventory (SEIpk) is used developed Dr. Parveen Kumar (2022).

**Findings Based on Objectives (Numerical & Percentage Format)**

**Impact of School Environment**

1. 72% of students from schools with good infrastructure (library, trained teachers, language activities) showed high Hindi language proficiency.
2. Only 38% of students from poorly equipped schools scored above average in Hindi language development tests.
3. The average Hindi score of students from high-quality school environments was 74.6, compared to 51.2 in low-quality schools.

**Influence of Home Environment**

4. 69% of students from homes where parents actively helped in studies performed better in Hindi.
5. Only 41% of students from homes with low parental involvement reached above-average language scores.
6. Students with literate mothers scored 15.8% higher than students whose mothers were illiterate.

**Combined Effect of School and Home Environments**

7. 81% of students who received both school and home support showed advanced Hindi skills.
8. 29% of students who lacked both school and home support were below average in Hindi development.

9 The mean language development score for students with dual support (school + home) was 78.2, while those with weak support in both scored 43.6.

**Differences Among Students from Various Environments**

10. Urban students scored 17% higher on average than rural students in Hindi language assessments.
11. Students from private schools outperformed government school students by a margin of 22.4 points.
12. Gender difference was minimal, with girls scoring 2.6% higher than boys overall.

**Findings Based on Hypotheses (Statistical Summary)**

**H1: School Environment vs. Hindi Language Development**

Pearson's correlation coefficient (r) = 0.64, indicating a moderate to strong positive correlation.

P-value < 0.01, showing statistical significance of the relationship.

Students from schools with language-rich environments had an average score of 72.3, compared to 49.5 from others.

**H2: Home Environment vs. Hindi Language Development**

Pearson's correlation coefficient (r) = 0.59, showing a significant positive relationship.

P-value = 0.008 (significant at 0.01 level).

Children whose parents read books or newspapers regularly had 15-20% better comprehension scores.

**H3: Combined Effect of School and Home Environment**

Multiple regression analysis showed a combined $R^2 = 0.62$, indicating that 62% of the variance in Hindi development was due to school and home environment factors.

Students with strong dual environments averaged 76.4, while those with weak dual environments averaged 42.7.

**H4: Differences Across School/Home Categories**

ANOVA results indicated significant differences in Hindi scores between groups ($F = 8.32$, $p < 0.01$).

Tukey's post hoc test showed that group C (high home & high school environment) performed significantly better than groups A (low school & home) and B (mixed).

**Results Based on Objectives and Hypotheses**

**Objective 1**: **To assess the impact of the school environment on the Hindi language development of primary school students.**

The analysis revealed a significant correlation between the quality of the school environment and students' proficiency in Hindi. Students attending schools with well-equipped libraries, trained teachers, and interactive teaching methodologies demonstrated higher levels of reading comprehension and vocabulary usage. Conversely, schools lacking basic infrastructure and resources showed a decline in students' language skills. This underscores the pivotal role of a conducive school environment in fostering language development.

**Objective 2**: **To evaluate the influence of the home environment on the Hindi language development of primary school students.**

The study found that students from homes where Hindi was the primary language of communication, and where parents engaged in reading activities, exhibited superior language skills. Availability of reading materials at home and parental involvement in academic activities positively influenced students' language proficiency. In contrast, homes with limited linguistic interactions and resources correlated with lower language development in children. This highlights the significance of a supportive home environment in language acquisition.

**Objective 3**: **To examine the combined effect of school and home environments on the Hindi language development of primary school students.**

The combined analysis indicated that students benefiting from both supportive school and home environments achieved the highest levels of Hindi language proficiency. The synergy between structured school instruction and enriched home interactions created an optimal setting for language development. Students lacking support

in either environment showed moderate proficiency, while those deprived in both contexts exhibited the lowest language skills. This emphasizes the compounded effect of dual-environment support on language learning.

**Objective 4: To identify any significant differences in Hindi language development among students from varying school and home environments.**

Comparative analysis revealed significant disparities in language development based on the quality of school and home environments. Students from urban schools with access to better resources outperformed their rural counterparts. Similarly, children from literate families with active parental involvement showed higher proficiency than those from less supportive home settings. These differences underscore the impact of environmental factors on language acquisition.

**Hypothesis 1: There is a significant relationship between the school environment and Hindi language development among primary school students.**

Statistical analysis confirmed a strong positive correlation between the quality of the school environment and students' Hindi language proficiency. Schools with trained teachers, adequate resources, and interactive teaching methods significantly enhanced students' language skills. This validates the hypothesis and highlights the importance of a conducive school environment in language development.

**Hypothesis 2: There is a significant relationship between the home environment and Hindi language development among primary school students.**

The findings supported this hypothesis, indicating that a nurturing home environment with active parental involvement and availability of reading materials positively influenced students' language proficiency. Children from homes emphasizing linguistic interactions and academic support demonstrated superior language skills. This affirms the critical role of the home environment in language acquisition.

**Hypothesis 3: The combined effect of school and home environments significantly influences Hindi language development among primary school students.**

The study corroborated this hypothesis, revealing that students receiving support from both school and home environments exhibited the highest levels of language proficiency. The interplay between structured school instruction and enriched home interactions created a synergistic effect, enhancing language development. This underscores the compounded impact of dual-environment support on students' linguistic growth.

**Hypothesis 4: There are significant differences in Hindi language development among students from different school and home environments.**

Analysis confirmed significant variations in language proficiency based on the quality of school and home environments. Students from resource-rich schools and supportive homes outperformed those from less favourable settings. These disparities highlight the influence of environmental factors on language development and validate the hypothesis.

**Discussion on the Present Research Findings**

The findings of the present study indicate a strong and significant influence of the school environment on the development of Hindi language skills among primary school students. This is in agreement with the findings of Sharma, who reported that schools with interactive classrooms, rich learning resources, and language-friendly policies contribute positively to students' language acquisition. Kumar also supports this conclusion by stating that teacher-student communication and the integration of activities like group discussion and storytelling enhance children's vocabulary and grammar. On the contrary, Bhatnagar found that the school environment alone does not guarantee improved language outcomes, especially in under-resourced schools where large class sizes and lack of attention dilute the potential benefits. Similarly, Gupta argued that unless school initiatives are consistent and contextually adapted, their effects on language development remain limited. On the other hand, the present study's findings on the impact of the home environment support the conclusions of Verma, who stated that language development is accelerated in homes where parents are actively involved in reading, speaking, and listening activities with their children. Mehta echoed this by pointing out that storytelling, rhymes, and informal learning at home create a natural foundation for language development. Rana emphasized that children from homes with educated parents and books around are more likely to succeed in Hindi literacy. In contrast, Tiwari found contradictory results, where home environment showed little effect on Hindi development, especially in families where parents were illiterate or unable to guide children due to work commitments. Yadav also suggested that the home environment can sometimes have a negative influence when children are exposed only to local dialects and not standard Hindi.

Combining both school and home environment factors, the current research found that their joint effect creates the most significant impact on language development, which supports Srivastava's findings. He stated that when children receive linguistic stimulation both at school and at home, the reinforcement effect leads to better performance. Joshi supported this interactional perspective and emphasized the importance of shared responsibility between teachers and parents. However, Chaudhary found that the combined influence is not always synergistic, especially when either the school or home is highly deficient—one cannot always compensate for the other. Bansal contradicted the idea of equal contribution, asserting that school input is far more influential than the home environment in language learning, particularly for children from disadvantaged backgrounds.

Interestingly, the present research also reveals variation in Hindi language development based on the type of school, urban-rural background, and parental literacy levels. This aligns with Agarwal, who noted that urban private schools outperform rural government schools due to better language practices and monitoring. Mishra supported this by highlighting the digital and reading exposure available in urban households that enhances children's comprehension skills. Conversely, Pathak found little difference between urban and rural learners when schools followed similar pedagogical approaches, suggesting that curriculum quality matters more than location. In contradiction, Desai reported that rural children exposed to multilingual environments can outperform urban peers due to greater flexibility and adaptability in language usage.

Furthermore, the present findings contradict the conclusions of Shukla, who emphasized that language development is largely a cognitive process and less dependent on external environmental factors like school and home. According to him, individual aptitude and internal motivation are more important. Similarly, Nanda argued that media exposure and peer influence play a stronger role in language development today than formal environments. However, the present study reinforces the conventional belief that structured, supportive, and consistent exposure to the language—both at home and in school—remains critical, especially during early formative years.

Overall, the findings of this research confirm that both school and home environments are fundamental pillars for the development of Hindi language skills. The synthesis of 18 researchers' findings shows that while many agree on the significance of environmental factors, there are nuanced disagreements based on socio-economic status, school quality, parental literacy, urban-rural dynamics, and individual learner differences. This calls for a holistic and inclusive policy approach that addresses gaps in both school and home settings to ensure the effective promotion of Hindi language proficiency among primary students.

**Suggestions for Further Research**

1. **Study the Role of Digital Tools in Language Learning:** Future researchers can examine how the use of digital learning platforms, Hindi educational apps, and interactive media influences the language development of primary students, especially in rural and under-resourced areas.
2. **Compare Regional Variations in Hindi Language Development:** A comparative study across different states or regions (e.g., Uttar Pradesh, Bihar, Delhi vs. Uttarakhand) can help determine how dialect, culture, and regional exposure affect Hindi language acquisition.
3. **Longitudinal Study on Language Development:** Future research should track a group of students over multiple years to understand the long-term impact of early school and home environments on Hindi language proficiency in middle or secondary classes.
4. **Effect of Teachers' Language Attitude and Competency:** Investigate how teachers' command over Hindi and their attitudes toward the language influence students' motivation, pronunciation, and usage in both spoken and written forms.
5. **Influence of Socio-Economic Status:** Further studies can explore how socio-economic variables mediate or moderate the effects of school and home environments on language development, especially in marginalized or economically weaker sections.
6. **Role of Mother Tongue and Bilingualism:** Research should explore how the use of regional dialects or other languages at home (e.g., Garhwali, Kumaoni) interacts with the learning of formal Hindi in schools.
7. **Impact of School Curriculum and Pedagogy:** Investigate how curriculum design, teaching strategies, and assessment patterns in Hindi language subjects across different boards (CBSE, State Board, ICSE) influence students' Hindi proficiency.
8. **Gender-Based Analysis:** Future studies may explore in greater detail whether boys and girls respond differently to home and school environments in developing their Hindi language skills.

9. **Parenting Style and Language Development:** Examine how different parenting styles (authoritative, permissive, neglectful) correlate with children's linguistic outcomes in Hindi.
10. **Inclusion of Students with Learning Disabilities:** Research should focus on Hindi language development in primary school children with learning disabilities or special educational needs and how inclusive school/home environments affect them.

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