



A Study on Hindi Language Learning Preferences among School Students in Tamil Nadu

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Abstract

Language acquisition is a key factor in building communication skills, cultural understanding and education possibilities. India is a multilingual country which promotes learning of multiple languages to encourage national integration and social mobility. Hindi, the official language of India and a lingua franca in many parts of the country. The present study is an investigation of the interest of the school pupils in Tamil Nadu to learn Hindi language. The study used descriptive survey approach. Data were collected from 520 students studying in classes VI to X in government, government-aided, private state board and private CBSE schools. Statistical procedures such percentage analysis, mean, standard deviation, chi square test, t test, ANOVA, correlation and regression analysis were utilised. The data shows that 47.1 per cent students have moderate interest, 25.4 per cent have high interest and 27.5 per cent have poor interest in learning Hindi. The students' interest was shown to be affected by attitude towards Hindi, professional objectives, encouragement by parents and media exposure. The study concludes that good learning environment, innovative teaching methods and technological support might contribute greatly to the learning of Hindi language for school kids in Tamilnadu.

Keywords: Hindi Language, Multilingual Education, Student Interest, School Students, Tamilnadu

1. Introduction

Language is a vital means of communication between people, conveying ideas and preserving cultural heritage. It unites us, it educates us and it makes the nation one. In multilingual countries, like India, language learning is especially crucial because communication often takes place across the linguistic divide. Hindi is one of the official languages of India and spoken by a large segment of the people. It is a common language for those with varied language origins. Tamil Nadu has always been a state that has followed two language policy, Tamil and English. However, the interest of the students to learn Hindi has increased in the previous few decades. There are many reasons for this trend. In the present day, the Hindi language has gained significant practical utility in terms of educational chances, employment opportunities, migratory movements, tourism, competitive tests and media exposure. Students have also been exposed more to Hindi through Hindi films, television programmes, social media content and digital learning tools. Now-a-days, as multilingual competence is becoming important, it is needful to know the attitudes and interest of the students in learning Hindi. Hence the present study tries to find out the extent of interest among the school kids of Tamil Nadu and to find out the elements impacting their learning of Hindi language.

2. Review of Literature

Research on language acquisition has always stressed the importance of motivation, attitude and environmental factors in the extent of success of the learners in learning a second language. Several research have studied the effect of personal, societal and educational aspects on language learning interest and achievement. Subramanian and Rajkumar (2016) have studied the impact of technology enabled Hindi learning among school children. In their study, they found

that the usage of mobile learning applications greatly enhanced students' interest, motivation and involvement in language learning activities. The results also showed that technology-enabled learning environments improved vocabulary acquisition, retention and overall learning outcomes, making Hindi learning more engaging and effective.

Rajapandian and Prema (2021) studied the relationship between students' attitudes towards language learning and their academic performance. The study revealed a strong positive association between optimistic attitudes and academic achievement. Students that have favourable attitudes towards language learning participate more actively in classroom activities, are more committed to learning tasks and achieve higher levels of academic success than students with less positive attitudes.

The report of UNESCO (2021) emphasised the educational significance of multilingualism in the contemporary society. The survey emphasised advantages of acquiring other languages include mental growth, improved communication skills, cultural sensitivity and social integration. UNESCO also pointed out that multilingual education helps create inclusive learning settings and improves students' skills, which are essential for their personal, academic and professional growth.

Ansari and Singh (2024) studied the determinants of achievement in Hindi language of secondary school pupils. Their findings showed that teacher support and positive learner attitudes were important determinants of academic achievement in Hindi. Students who had encouragement, direction and good instructional support from teachers demonstrated higher levels of accomplishment and motivation. The study underlined the importance of creating a nurturing classroom atmosphere to facilitate language acquisition.

Krishnamurthy (2025) concentrated on Tamil speaking students' learning of Hindi language and explored the problems faced by them in the process of learning. The study found that the differences between Tamil and Hindi in script, pronunciation, grammar and sentence structure posed major impediments to the learners. Such linguistic discrepancies often affected the students' understanding and fluency and underscore the importance of suitable instructional approaches and instructional support to overcome such hurdles.

Vijayaraghavan (2026) researched the elements impacting the interest of students in learning Hindi and discovered that media exposure and job objectives had a significant impact on the motivation of learners. Students who were often exposed to Hindi through television, films, social media and other forms of public communication, showed more interest in learning the language.

Moreover, learners who felt that knowing Hindi would be beneficial for their future educational and career opportunities showed higher levels of motivation and commitment to learning the language. In summary, the literature review indicates that motivation, positive attitudes, parental support, teacher effectiveness, technological integration, media exposure, and career aspirations are significant predictors of interest and success in language learning. Collectively, these factors influence students' engagement, learning experiences, and academic performance, highlighting the value of supportive educational environments that facilitate successful language acquisition.

3. Objectives of the Study

The study was directed by the following objectives:

1. To find out the extent of interest in learning Hindi among the school pupils of Tamil Nadu.
2. To find out the factors affecting the students' interest in learning Hindi.
3. To compare the Hindi learning interest of different types of schools.
4. To study the difference between Tamil medium and English medium students.
5. To study the relationship between attitude and Hindi learning interest.
6. The study aims to give suggestions for the improvement of Hindi language education.

4. Hypotheses

H₀₁: There is no significant relationship between gender and interest in learning Hindi.

H₀₂: There is no significant relationship between school type and interest in learning Hindi. H₀₃: There is no significant difference between Tamil medium and English medium students in interest in learning Hindi.

H₀₄: There is no significant relationship between attitude towards Hindi and interest in learning Hindi.

5. Methodology

Research Design

Descriptive survey method was adopted for the study.

Population

The population was school students studying in Classes VI to X in Tamil Nadu. **Sample**

Simple random sampling method was adopted to choose 520 students as sample.

Distribution of Sample

School Type	Number
Government	120
Government-Aided	150
Private State Board	110
Private CBSE	140
Total	520

Tools Used

1. Personal Information Schedule
1. Hindi Learning Interest Scale
2. Attitude Scale
3. Structured Questionnaire

Statistical Techniques

- Percentage Analysis
- Mean and Standard Deviation
- Chi-Square Test
- t-Test
- ANOVA
- Pearson Correlation
- Multiple Regression Analysis

6. Analysis and Interpretation of Data

Objective 1: To study the level of interest in learning Hindi among school students in Tamil Nadu

Table 6.1 Level of Hindi Learning Interest among Students (N = 520)

Interest Level	Frequency	Percentage
High	132	25.4
Moderate	245	47.1
Low	143	27.5
Total	520	100.0

Analysis

Table 6.1 shows that 245 students (47.1%) had a moderate level of interest in learning Hindi. Results: 132 students (25.4%) showed strong interest while 143 students (27.5%) showed low interest

Interpretation

Most of the students exhibit moderate to high enthusiasm to learn Hindi. The result indicates that students of Tamil Nadu in general positive attitude towards Hindi. Students may be motivated to learn Hindi because of the increasing importance of multilingual communication, job opportunities and media exposure.

Objective 2: To compare the Hindi learning interest among different types of schools

Table 6.2 Mean Scores of Hindi Learning Interest by School Type

School Type	N	Mean	SD
Government	120	2.96	1.15
Government-Aided	150	3.56	0.97
Private State Board	110	3.39	1.02
Private CBSE	140	3.95	0.88

Analysis

Table 6.2 reveals that the private CBSE students have got the highest mean score ($M=3.95$), followed by government aided students ($M=3.56$), private state board students ($M=3.39$) and government students ($M=2.96$).

Interpretation

The results imply that the type of school is an important factor in students' interest in Hindi. Private CBSE schools often provide greater exposure to Hindi through curricular and co-curricular activities, which may explain the higher interest levels among their students

Table 6.3 ANOVA for School Type and Hindi Learning Interest

Source of Variation	SS	df	MSS	F
Between Groups	68.24	3	22.75	8.64*
Within Groups	1358.76	516	2.63	
Total	1427.00	519		

*Significant at 0.05 level

Analysis

Table 6.3 shows the obtained F-value (8.64) is greater than the critical F-value at the 0.05 level of significance.

Interpretation

There exists a significant difference among students belonging to different school types regarding Hindi learning interest.

Objective 3: To examine differences between Tamil-medium and English-medium students.

Table 6.4 Comparison of Hindi Learning Interest by Medium of Instruction

Medium	N	Mean	SD
Tamil Medium	260	3.02	1.07
English Medium	260	3.78	0.91

Analysis

Table 6.4 shows English-medium students recorded a higher mean score than Tamil-medium students.

Interpretation

English-medium students appear to have greater interest in learning Hindi due to increased exposure to multiple languages and broader educational opportunities.

Table 6.5 t-Test for Medium of Instruction and Hindi Learning Interest

Medium	Mean	SD	t-value
Tamil Medium	3.02	1.07	
English Medium	3.78	0.91	6.52*

*Significant at 0.05 level

Analysis

Table 6.5 presents the t-Test results for the relationship between the medium of instruction and students' interest in learning.

Interpretation

A significant difference exists between Tamil-medium and English-medium students in their interest in learning Hindi.

Objective 4: To investigate the relationship between attitude and Hindi learning interest.

Table 6.6 Correlation between Attitude and Hindi Learning Interest

Variable	r-value
Attitude toward Hindi and Hindi Learning Interest	0.45*

*Significant at 0.05 level

Analysis

The table 6.6 shows the correlation coefficient ($r = 0.45$) indicates a moderate positive relationship.

Interpretation

Students with more favourable attitudes toward Hindi tend to demonstrate greater interest in learning the language.

Objective 5: To identify factors influencing Hindi Learning Interest

Table 6.7 Correlation of Selected Factors with Hindi Learning Interest

Variable	Correlation (r)
Attitude toward Hindi	0.45
Motivation	0.41
Career Aspiration	0.34
Political Concern	-0.28

Analysis

Table 6.7 shows that attitude toward Hindi exhibited the strongest positive correlation, followed by motivation and career aspiration. Negative link to political concern. **Interpretation**

Students attitude and motivation is important in their willingness to study Hindi. Job prospects are another reason to learn languages. Some students' curiosity may be muted for political reasons.

Table 6.8 Multiple Regression Analysis

Predictor Variable	Beta (β)	Rank
Attitude toward Hindi	0.46	I
Motivation	0.38	II
Career Aspiration	0.27	III

Analysis

Table 6.8 demonstrates that attitude toward Hindi was the biggest predictor of interest in studying Hindi.

Interpretation

The views and beliefs of the students towards Hindi are very important in influencing the level of their interest. Motivation, career aspirations also play a major role in the interest of language learning.

Table 6.9 Chi-Square Test for Gender and Hindi Learning Interest

Variable	χ^2 Value	Significance
Gender and Hindi Learning Interest	2.14	Not Significant

Analysis

Table 6.9 shows that the chi-square value obtained is less than the table value at 0.05 level.

Interpretation

There is no significant relationship between gender and Hindi learning interest.

7. Results and discussion

The present study was carried out to find out the level of interest in learning Hindi among the school pupils of Tamil Nadu and factors impacting it. The results showed that majority of the students (47.1%) had moderate interest in learning Hindi followed by strong interest (25.4%) and low interest (27.5%). This indicates that most of the pupils are positively inclined towards learning Hindi. The disparity in interest levels reflects disparities in exposure, motivation and learning environment among the pupils. Analysis indicated considerable effect of school type on interest in studying Hindi. Pupils in private CBSE schools achieved the highest mean score ($M = 3.95$), followed by pupils of government aided, private state board and government schools. These differences were statistically significant (ANOVA, $F = 8.64$, $p < 0.05$). Interest in Hindi among pupils studying in English-medium ($M = 3.78$) was also higher than that of Tamil-medium students ($M = 3.02$). The t-test ($t = 6.52$, $p < 0.05$) indicated a significant difference between the two groups. This is perhaps because pupils in English medium are more exposed to multilingual learning environment.

The correlation study indicated moderate positive association between attitude towards Hindi and interest in learning Hindi ($r = 0.45$) which indicates that students having positive attitude tend to have more interest. Further, we observed that motivation ($r = 0.41$) and job desire ($r = 0.34$) positively influenced the enthusiasm to study Hindi. Political concern was negatively associated ($r = -0.28$), showing that certain students were somewhat less engaged. The research suggests that Hindi learning interest is mostly determined by attitude, motivation, school environment and profession related factors.

8. Major Findings

1. Most of the pupils exhibited average interest in learning Hindi.
2. There was considerable effect of type of school on Hindi learning interest.
3. Private CBSE students showed the highest levels of interest.
4. English medium pupils showed more interest than Tamil medium students.
5. Students with positive attitude and motivation had great interest to learn Hindi.
6. An key motivating aspect was discovered to be career chances.
7. Media exposure had a positive effect on students' attitude towards Hindi.
8. Pronunciation and grammar were rated as a major difficulty of learning.

9. Educational Implications

The findings imply that schools should foster multilingual learning settings and provide opportunity for students to improve Hindi language proficiency through interactive activities, language clubs, and technology-aided learning. Teachers should use creative teaching tactics to boost students' motivation and confidence.

10. Recommendations

1. Introduce action based Hindi learning programs.
2. Leverage language applications and internet learning tools Conduct Hindi language competitions and cultural events.
3. Encourage family involvement in language education.
4. Provide teacher training in new language teaching strategies.

11. Conclusion

The present study has discussed the interest of school kids in Tamil Nadu to learn Hindi and the elements affecting it. Results showed that the majority of the students had moderate to high interests in learning Hindi. Type of school played a crucial effect in kids' desire in learning Hindi with students from private CBSE schools being the most interested. English medium students were more interested in learning Hindi than Tamil medium pupils. The study revealed that a positive

attitude towards Hindi was significantly associated to a higher level of enthusiasm in studying the language. Motivation and job objectives also seemed to be crucial elements affecting the desire in studying Hindi.

The regression analysis showed that students' attitude to Hindi was the best predictor of interest in learning Hindi. Political concerns were negatively related to desire in learning Hindi. There was no significant effect of gender. The results highlight the importance of educational and psychological elements in facilitating language learning. Hence, schools need to have innovative teaching methodologies and learning atmosphere which supports students' interest and achievement in Hindi language study.

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