

## Effects of Medium of Instruction and Gender on Communication Problem and Socialization of Children

Dr. Amit Kumar Tripathi<sup>1</sup>

### Abstract

---

*The study was undertaken to assess the impact of medium of instruction and gender on selected aspects of communication hurdles like limited vocabulary, lack of fluency, fear of making mistake, improper expression, poor confidence level, faulty pronunciation, fear of inferiority and presence of mind on one side, along with socialization on other side which incorporated the family influences, neighborhood, peer group, school atmosphere and relation with teachers on 80 children aging from 12 to 16 year. In general, lack of fluency and fear of inferiority sustained significant negative effect of instruction medium whereas gender was significant on socialization issue. The interaction effects (medium of instruction and gender) were significant for limited vocabulary and fear of inferiority. On the basis of socialization of children, the main effect of medium of instruction was significant on the family influences and relationship with teachers. The interaction effect (medium of instruction and gender) was found significant on the school atmosphere only. Overall findings indicate that children (male or female) from Hindi medium school are more affected in comparison to children being educated in English medium English medium school. Interaction between two person and way of conveying thoughts are important incidents of Communication. As both are positively interrelated, hence the socialization of a child with problem in verbal communication will not be fully achieved in comparison to the child with good communicating ability.*

---

**Keywords:** Communication Problem, Medium of Instruction (Hindi/English), Gender and Socialization,

### Introduction

Communication involves conveyance of information through the exchange of ideas, messages or information through verbal and nonverbal means for the meaningful exchange of information between two persons or groups of persons. Communication is any act by which one person gives or receives information about the needs, desires, perceptions, knowledge, or affective states of person involved.

Communication requires that the communicating parties share an area of communicative commonality. The communication process completes once the receiver understands the message of the sender. (Bryenton 2011)

The constraints of good communication pertain to some factors like poor vocabulary, lack of fluency, incorrect pronunciation, lack of expression, proper practice which are further aggravated by social factors like fear of making mistakes, hesitation due to inferiority complex.

---

<sup>1</sup> Post-Doctoral Fellow, Department of Psychology, D. D. U. Gorakhpur University, Gorakhpur, (UP) India

The term socialization is used by social scientists to refer to the lifelong process of inheriting and disseminating norms, customs and ideologies to provide an individual with the skills and habits necessary for participating within his or her own society. Socialization represents the whole process of learning by which human infants begin to acquire the skills necessary to perform as a functioning member of their society, and is the most influential learning process one can experience. Socialization essentially represents the whole process of learning throughout the life course and is a central influence on the behavior, beliefs, and actions of adults as well as of children. **(Spitzberg & Huwe 1991)**

Comparing the moral development of girls and boys **Gilligan (1982)** claimed that boys have a justice perspective meaning that they rely on formal rules to define right and wrong. Girls, on the other hand, have a care and responsibility perspective where personal relationships are considered when judging a situation. He also claimed that society's socialization of females is the reason why girls' self-esteem diminishes as they grow older. Girls struggle to regain their personal strength when moving through adolescence as they have fewer female teachers and most authority figures are men.

Primary socialization for a child is very important because it sets the ground work for all future socialization. It starts when a child learns the attitudes, values, and actions appropriate to individuals as members of a particular culture. It is mainly influenced by the immediate family and friends. For example if a child saw his/her mother expressing a discriminatory opinion about a minority group, then that child may think this behavior is acceptable and could continue to have this opinion about minority groups.

Gender socialization refers to the learning of behavior and attitudes considered appropriate for a given sex. Boys learn to be boys and girls learn to be girls. This "learning" happens by way of many different agents of socialization like family, friends, school and mass media. Gender roles are reinforced through "countless subtle and not so subtle ways". **(Spitzberg, B. H. 1994c; 2000)**

Vital Socialization of children like the influence of family and parents affect socialization of children. According to **Smart and Smart (1980)**, "Each family is unique in the expectation of the people in various roles, in its pattern of interaction, its history of development, and its relationship with other systems."

In early childhood peer group, neighborhood affects socialization, and a little later the environment of school which involves discipline and relationship with teachers' matters a lot for appropriate behavior as a unit in society.

### **Research Questions**

- What is impact of gender on communication problem and socialization?
- What is impact of English and Hindi medium children on communication problem and socialization?

### **Hypothesis**

- English and Hindi medium children shall differ in the various aspects of communication problem and socialization.
- Male and female children shall differ in the various aspects of communication problem and socialization.

## Method

### Sample

In the present study, Equal numbers of participants (n=40). Thus researcher approached a total 80 students for the data collection. Data were collected from the different schools of Gorakhpur city. The age range of children was between 12 to 16 years. The subjects of the two groups of medium of instruction (English/Hindi) were equally divided. Both groups were also divided on the basis of gender.

**Table 1 Sample**

		Value Label	N
Medium of Instruction	1	English	40
	2	Hindi	40
Gender	1	Male	40
	2	Female	40

### Measures

The following measures were used for data collection in the present study.

#### Communication Problem

This scale was developed by researcher. A measure consisting of 40 items with 8 dimensions i.e., limited vocabulary, lack of fluency, fear of making mistake, improper expression, poor confidence level, faulty pronunciation, fear of inferiority and presence of mind was developed and used. The internal consistency of these scales as found by chronbach alpha was (.82), (.81), (.76), (.78), (.70), (.64), (.74), (.67) respectively. Participants gave their response on a 5-point rating scale ranging from “Agree” (5) to “Disagree” (1).

#### Socialization

This scale was developed by researcher. A measure consisting of 33 items with 5 dimensions i.e., the family influences, neighborhood, peer group, school atmosphere and relation with teachers was developed and used. The internal consistency of these scales as found by chronbach alpha was (.72), (.68), (.76), (.81), (.70) respectively. Participants gave their response on a 5-point rating scale ranging from “Agree” (5) to “Disagree” (1).

### Procedure

Researcher contacted the students from the different schools of Gorakhpur city in UP (INDIA). The researcher individually contacted the participants and after getting their consent, they were explained about the purpose of the study.

## Results

#### Communication Problem

The descriptive statistics for the scores obtained on the communication problem of contexts by medium of instruction (English and Hindi) and gender are shown in **Table 2 and 4**. A close perusal of the mean scores revealed that there is appreciable degree of variation in the responses. In order to examine of differences of medium of instruction and gender, the raw scores were subjected to separate 2X2 factorial between groups ANOVA **Table 3a and 3b**.

The main effect of medium of instruction were significant on lack of fluency  $F(1,76)=5.66$ ,  $P<.05$ , and fear of inferiority  $F(1,76) = 9.51$ ,  $P<.01$ . **Table 4** indicates that Hindi medium ( $M=18.15$ ) and ( $M=11.85$ ) children was higher than English ( $M=13.60$ ) and ( $M=9.65$ ) medium.

**Table 2 Mean scores on the measure of Communication Problem reported by Medium of Instruction and Gender**

Communication Problem	Medium of Instruction			
	English Medium		Hindi Medium	
	Male (n=20)	Female (n=20)	Male (n=20)	Female (n=20)
Limited vocabulary	12.05 (3.17)	12.75 (2.49)	14.75 (3.60)	11.95 (2.86)
Lack of fluency	13.40 (4.74)	13.80 (5.29)	18.00 (4.85)	14.30 (4.24)
Fear of making mistake	12.95 (2.59)	13.75 (4.19)	15.40 (2.46)	13.90 (2.47)
Improper expression	12.95 (2.06)	14.30 (3.31)	14.05 (2.72)	13.40 (2.68)
Poor confidence level	14.15 (2.08)	13.35 (2.37)	13.65 (2.72)	13.45 (1.91)
Faulty pronunciation	12.40 (1.31)	12.75 (1.89)	13.20 (2.09)	12.50 (1.57)
Fear of inferiority	9.80 (2.63)	9.50 (2.91)	13.55 (4.06)	10.15 (2.98)
Presence of mind	17.40 (2.54)	17.75 (3.26)	18.35 (3.31)	18.85 (2.13)
Overall Communication Problem	105.10 (13.97)	107.95 (13.54)	120.95 (13.85)	108.50 (13.83)

Note: SDs are in parentheses.

Similarly, medium of instruction was significant on overall communication problem  $F(1,76) = 7.06$ ,  $P<.01$ . **Table 4** showed that Hindi medium ( $M=114.73$ ) children was higher as compared to English ( $M=106.53$ ) medium.

**Table 3a Summary of 2\*2 factorial ANOVAs performed on the Communication Problem**

Variables	Communication Problem								
	Limited Vocabulary			Lack of Fluency		Fear of Making Mistake		Improper Expression	
	df	MS	F	MS	F	MS	F	MS	F
Medium of Instruction (A)	1	18.05	1.93	130.35	5.66*	33.80	3.72	.20	.03
Gender (B)	1	22.05	2.36	54.45	2.37	2.45	.27	2.45	.33
A*B	1	61.25	6.56*	84.05	3.66	26.45	2.91	20.00	2.68
Error	76	9.33		22.98		9.10		7.46	

Note: \* $P<.05$

**Table3b Summary of 2\*2 factorial ANOVAs performed on the Communication Problem**

Variables	Communication Problem										
	Poor Confidence level			Faulty Pronunciation		Fear of Inferiority		Presence of Mind		Overall Communication Problem	
Medium of Instruction (A)	df	MS	F	MS	F	MS	F	MS	F	MS	F
1	1	.80	.15	1.51	.50	96.80	9.51**	21.01	2.58	1344.80	7.06**
Gender (B)	1	5.00	.95	.61	.20	68.45	6.72*	3.61	.44	460.80	2.42
A*B	1	1.80	.34	5.51	1.82	48.05	4.72*	.11	.01	1170.45	6.15*
Error	76	5.25		3.04		10.18		8.15		190.43	

Note: \*P<.05 \*\*P<.01

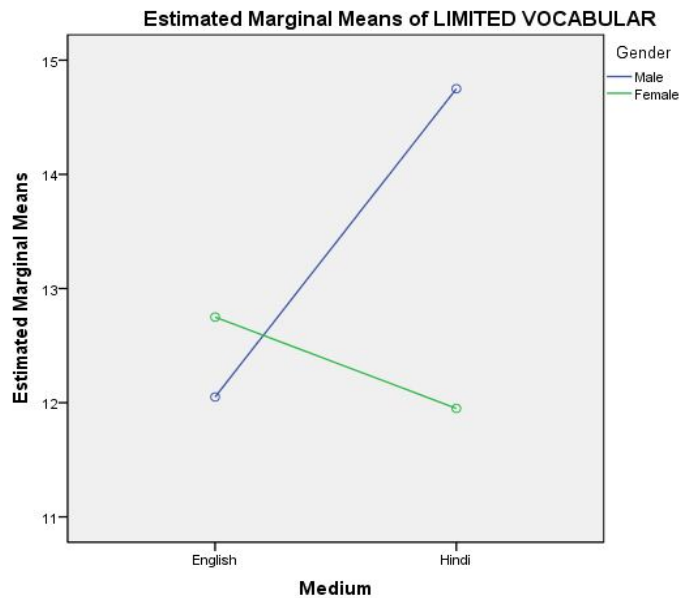
**Table 3b** was found that the main effect of gender was significant on fear of inferiority  $F(1,76) = 6.72, P<.05$ . **Table 4** indicates that the male students ( $M=11.68$ ) was highly inferiority complex as compared to female students ( $M=9.83$ ) counterpart.

**Table 4 Mean scores on the measure of Communication Problem reported by Medium of Instruction and Gender**

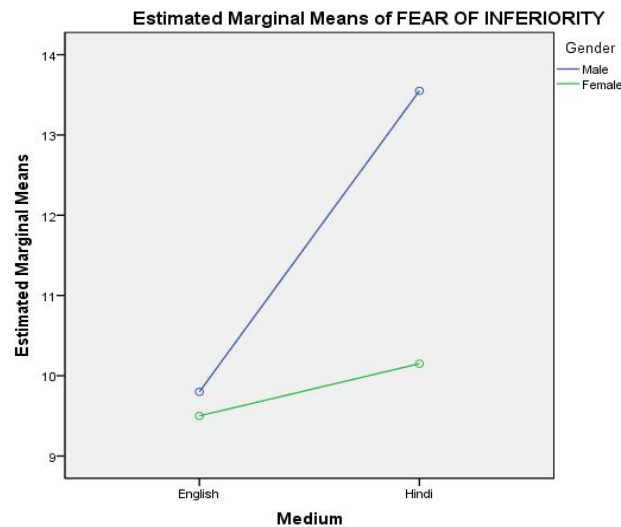
Communication Problem	Medium of Instruction		Gender	
	English (n=40)	Hindi (n=40)	Male (n=40)	Female (n=40)
Limited vocabulary	12.40 (2.84)	13.35 (3.51)	13.40 (3.62)	12.35 (2.68)
Lack of fluency	13.60 (4.96)	18.15 (4.87)	15.70 (5.27)	14.05 (4.74)
Fear of making mistake	13.35 (3.46)	14.65 (2.55)	14.17 (2.78)	13.83 (3.40)
Improper expression	13.63 (2.81)	13.73 (2.69)	13.50 (2.45)	13.85 (3.01)
Poor confidence level	13.75 (2.24)	13.55 (2.32)	13.90 (2.41)	13.40 (2.12)
Faulty pronunciation	12.58 (1.62)	12.85 (1.86)	12.80 (1.77)	12.63 (1.72)
Fear of inferiority	9.65 (2.74)	11.85 (3.91)	11.68 (3.87)	9.83 (2.93)
Presence of mind	17.57 (2.89)	18.60 (2.76)	17.87 (2.95)	18.30 (2.78)
Overall Communication Problem	106.53 (13.66)	114.73 (15.05)	113.03 (15.90)	108.23 (13.51)

Note: SDs are in parentheses

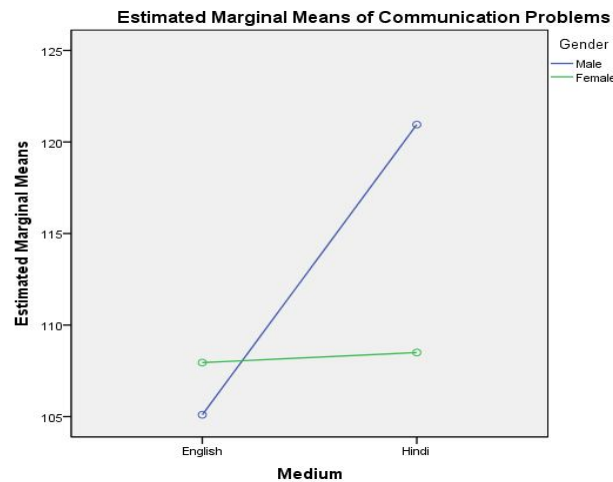
However, the Interaction effect (Medium of instruction and Gender) was statistically significant  $F(1,76)=6.56, P<.05$  on limited vocabulary. The overall liner graphical representation was also representing the higher level of limited vocabulary in the English medium female students ( $M=12.75$ ) than the male students ( $M=12.05$ ). On the basis of the instructions, the **Graph 1**, clearly shows that the higher level of limited vocabulary in Hindi instructed male students ( $M=14.75$ ) as compared to female students ( $M=11.95$ ).



However, the Interaction effect (Medium of Instruction and Gender) was statistically significant  $F(1,76)=4.72$ ,  $P<.05$  on fear of inferiority. The overall graphical representation is also representing the higher level of fear of inferiority in the English medium male students ( $M=9.80$ ) than female students ( $M=9.50$ ). On the basis of the instructions, **Graph 2** clearly shows that the higher level of fear of inferiority in Hindi instructed male students ( $M=13.55$ ) as compared to female students ( $M=10.15$ ).



However, the Interaction effect (Medium of instruction and Gender) was statistically significant  $F(1,76)=6.15$ ,  $P<.05$  on overall communication problem. Overall graphical representation was also representing the higher level of communication problem in the English medium female students ( $M=107.95$ ) than the male students ( $M=105.10$ ). On the basis of instruction, **Graph 3**, clearly shows that the higher level of communication problem in Hindi instructed male students ( $M=120.95$ ) as compared to female students ( $M=108.50$ ).



**Socialization**

The descriptive statistics for the scores obtained on the socialization of contexts by medium of instruction (English and Hindi) and gender are shown in **Table 5 and 7**. A close perusal of the mean scores revealed that there is appreciable degree of variation in the responses. In order to examine of differences of medium of instruction and gender, the raw scores were subjected to separate 2X2 factorial between groups ANOVA **Table 6**.

The main effect of medium of instruction was significant on the family influences  $F(1,76)=8.99$ ,  $P<.01$ . **Table 7** indicates that Hindi medium ( $M=21.70$ ) children was higher as compared to English ( $M=19.33$ ) medium.

The main effect of medium of instruction was significant on overall socialization  $F(1,76)=4.90$ ,  $P<.05$ . **Table 7** indicates that Hindi medium ( $M=111.25$ ) children was higher as compared to English ( $M=107.03$ ) medium.

**Table 5 Mean scores on the measure of Socialization of Children reported by Medium of Instruction and Gender**

Socialization	Medium of Instruction			
	English		Hindi	
	Male (n=20)	Female (n=20)	Male (n=20)	Female (n=20)
The Family Influences	19.85 (3.01)	18.80 (3.81)	21.55 (3.65)	21.85 (3.65)
Neighborhood	22.70 (1.98)	23.30 (2.62)	24.20 (3.53)	23.70 (2.06)
Peer Group	20.90 (1.71)	20.85 (2.82)	20.80 (2.71)	21.60 (3.63)
School Atmosphere	28.51 (2.50)	27.50 (3.40)	24.85 (4.78)	27.95 (3.03)
Relation with Teachers	15.85 (1.42)	16.15 (3.20)	18.00 (3.91)	18.00 (2.53)
Overall Socialization	107.45 (5.76)	106.60 (7.39)	109.40 (10.57)	113.10 (9.60)

Note: SDs are in parentheses

**Table 6 Summary of 2\*2 Factorial Anovas Performed on the Socialization**

Variables	Socialization												
	The Family Influences			Neighborhood		Peer Group		School Atmosphere		Relation with Teachers		Overall Socialization	
Medium of Instruction (A)	df	MS	F	MS	F	MS	F	MS	F	MS	F	MS	F
	1	112.81	8.99*	18.05	2.63	2.11	.27	40.61	3.26	80.00	9.43*	357.01	4.90*
Gender (B)	1	2.81	.22	.05	.01	2.81	.36	30.01	2.41	.45	.05	40.61	.56
A*B	1	9.11	.73	6.05	.88	3.61	.46	70.31	5.64*	.45	.05	103.51	1.42
Error	76	12.54		6.87		7.85		12.46		8.49		72.93	

Note: \*P<.05 \*\*P<.01

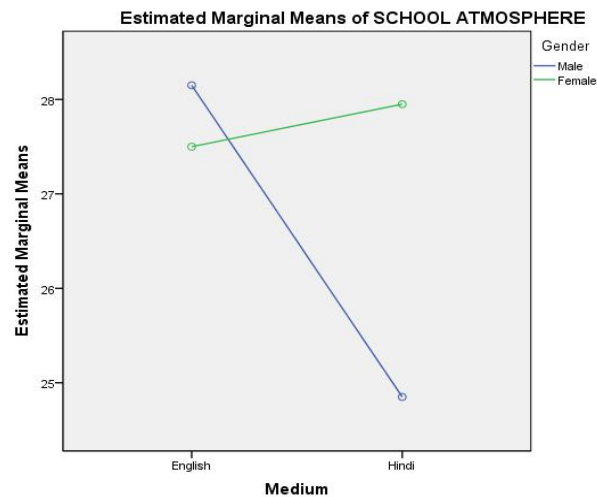
**Table 7 Mean scores on the measure of Socialization reported by Medium of Instruction and Gender**

Socialization	Medium of Instruction		Gender	
	English (40)	Hindi (40)	Male (40)	Female (40)
The Family Influences	19.33 (3.43)	21.70 (93.60)	20.70 (3.41)	20.33 (3.99)
Neighborhood	23.00 (2.31)	23.95 (2.86)	23.45 (2.93)	23.50 (2.33)
Peer Group	20.87 (2.30)	21.20 (3.19)	20.85 (2.24)	21.23 (3.23)
School Atmosphere	27.82 (2.96)	26.40 (4.25)	26.50 (4.12)	27.73 (3.19)
Relation with Teachers	16.00 (2.45)	18.00 (3.25)	16.93 (3.10)	17.08 (2.10)
Overall Socialization of Children	107.03 (6.56)	111.25 (10.14)	108.42 (8.46)	109.85 (9.08)

Note: SDs are in parentheses

However, the Interaction effect (Medium of instruction and Gender) was statistically significant  $F(1,76)=5.64$ ,  $P<.01$  on school atmosphere. Overall graphical representation was also representing the higher level of school atmosphere in the English medium male students ( $M=28.51$ ) than the female students ( $M=27.50$ ). On the basis of instruction, **Graph 3**, clearly indicate that the higher level of school atmosphere in Hindi instructed female students ( $M=27.95$ ) as compared to male students ( $M=24.85$ ).





### ***Discussion and Conclusion***

This study indicates that effects of medium of instruction and gender on communication problem and socialization of children. As per communication is concern, we know that it is the main source of interaction between two person and way of conveying thoughts. Communication problem and socialization both are interrelated. If a child have problem in communicating, his socialization is also affected by it. If he cannot communicate than he will not be called fully socialized. In this study we have taken data of 9<sup>th</sup> to 12<sup>th</sup> class students of both medium of instruction because this is the growing period and in this age children face many problems in communicating and there socialization is also affected. We have tried to find out the problem which they are facing while communicating with others. We have also tried to find out the problems that are affecting socialization of children. **(Euler, M. V. 2011)**

According to results on the measure of communication problem Hindi instructed students have more problem while communicating in comparison to English medium students. This is because they are not so confident about themselves and their conversation. Hindi instructed students have some inferior thoughts which affect them a lot. They have to work hard on the variable that are creating problem while communicating. In respective to gender communication problem is found more in male students in comparison to female students. Female are more expressive while communicating but males are not that much expressive. They can't reveal their thought with other.

On the measure of socialization of children Hindi medium students are not that much socialized as compared to English medium students. Their socialization is being affected by many variables. In comparison to male, female students are more socialized. Females get friendly with others very soon but males take time.

Communication is such a problem in our day to day life if we know that it is affected by limited vocabulary. Due to limited vocabulary we are not able to express our thought and if we have lack of fluency than affect our communication to each other. Female children are more attentive about their presentation as compare to male. Hindi instructed students are confident about fear of making mistakes, they have also this thought that if they will speak their will be some mistakes. Hindi instructed children mostly can't express their thought, it is also due to lack of practice.

Poor confidence level is also a major variable that affect communication. English medium students are affected more in comparison to Hindi medium students. Similarly, it is found in male students in comparison to female.

If there is poor confidence level in any person he/she will not be able to represent themselves. Male children had more pronunciation problem as compared to female, because females are more serious about word pronunciation.

According to our result Hindi medium students have more fear of inferiority in comparison to English medium students. When they are talking to someone they have some inferior feeling about their looks or medium of instruction and because of that they are facing communication problem. As we compare male and female we found that male have more inferiority feeling. Some differences in English and Hindi instructed students on the presence of mind. Result indicates that male students can easily handle any situation but female gets confused.

The family influence is mostly important factor, which is affecting socialization of children. Children spend more time with their family, so they are influenced more by it. After family, children are interface by his/her neighbors. Children notice their behavior and start behaving like them which affect their socialization.

According to result Hindi instructed students are affected more by peer group in comparison to English instructed students. Similarly, female students are more affected by peer group in comparison to male because English medium students are more competitive but Hindi medium students prefer doing their work in group. Males like to do their work independently but females prefer being with their group. They also try to know others view.

School atmosphere, As in English medium schools rules and regulations are more strict and children are forced to follow it, but in Hindi medium schools it is not so. Male students are more mysterious about rules and regulation but girls are not that much. Relation with teachers also affects socialization of children. Females are more affected in comparison to males. There is more interaction between female students and teachers.

## **References**

- Bryenton (2011). *Communication in entrepreneurship*.  
Online (available) <http://en.wikipedia.org/wiki/communication> in entrepreneurship [assessed 25th may 2012.]
- Euler, M. V. (2011). Communication matters - network constellations in entrepreneurship. U.K: *International journal of economics and business research*: 352.
- Gilligan, Carol (1982) *In a Different Voice: Psychological Theory and Women's Development*. Cambridge, MA: *Harvard University Press*,
- Smart, L.S., and Smart, M.S. (1980). *Families*, 2<sup>nd</sup> Ed. New York: Macmillan.
- Spitzberg, B. H. (2000). What is good communication? *Journal of the Association for Communication Administration*, 29, 103-119.
- Spitzberg, B. H., & Huwe, R. (1991, November). *Oral communication competency in interpersonal communication: The Conversational Skills Rating Scale*. Paper presented at the Speech Communication Association Conference, Atlanta, GA.
- Spitzberg, B. H. (1994c). Instructional assessment of interpersonal competence: The Conversational Skills Rating Scale. In S. Morreale, M. Brooks, R. Berko, & C. Cooke (Eds.), *Assessing college student competency in speech communication* (Proceedings of the SCA Summer Conference on Assessment, pp. 325-352). Annandale, VA: Speech Communication Association.