English Learning Challenges Faced by High School Students in Cuddalore District

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ABSTRACT

Examining the English learning challenges faced by Cuddalore area high school pupils is the aim of this research study. The descriptive survey research design was used in order to accomplish this. A sample consisting of 150 students was chosen using the random sampling technique. The researchers Ponmozhi, D. and Dhivya Dharshini, R. created and standardized the English Learning Difficulties Scale (2024), which was employed in this investigation. The validity and reliability of the 34 items on this 6-dimension scale, which has a 5-point rating system for difficulties in reading, writing, speaking, grammar, meaning, and spelling, were 0.88 and 0.94, respectively. According to research, a large percentage of children in the Cuddalore district have significant difficulties learning English. The study also showed that there are notable differences in the difficulties people have learning English depending on the type of school, the area, the educational background of the parents and the number of family members. There is a correlation between the Total English Learning Difficulties and School type, Age, Mothers Qualification, Fathers Qualification and Number of Family Members. The prediction model contained four of the eleven predictors and was reached in four steps with 7 variables removed. The model was statistically significant, $F(4, 146)= 12.560, p < .001$, and accounted for approximately 50% of the variance of English Learning Difficulties ($R^2=0.091$ Adjusted $R^2= 0.079$). Inspection of the structure coefficient suggests that, Fathers Qualification and Age were relatively weak indicators of English Learning Difficulties and Mothers Qualification and Parental income were relatively strong indicators of English Learning Difficulties of high school children. Inspection of the structure coefficient suggests that, the Writing Difficulties, Grammar Difficulties were relatively strong indicators of English Learning Difficulties of high school children.

Keywords: English learning challenges, high school Students

INTRODUCTION

There is now more access to higher education, and English language training is a part of vocational education. English language proficiency is a requirement for employment in the organised sector. For kids in small towns to compete in a globalised world, they will need to learn English well. For pupils' future academic and professional development, school-based English instruction sets the foundation. Nevertheless, it is thought that the excessively rigorous and memorization-focused Indian educational system will not improve pupils' English proficiency. This is especially true for kids attending rural and small town in Tamilnadu State Board schools, where low English proficiency is still a problem. The purpose of this study is to investigate the difficulties young Tamilnadu students face when learning

English. English is a challenging language for many people, especially when it comes to speaking and writing.

NEED OF THE STUDY:

Although English is severely needed in many aspects of life, teaching and learning it has become a very serious process. It is quite disheartening to observe that students at all levels still perform poorly in terms of their English language proficiency, even though educators have worked extremely hard over the past few decades to improve English language instruction throughout India, and in Tamilnadu specifically. Before anything else, it's important to find out how proficient the kids are currently in all aspects of the English language and what problems they could be having with it. It is also mentioned that students who attend schools where mother tongue is the primary language have greater effects from the problem. The researcher has long believed that school-age children, especially those who speak vernacular, have very little command of the English language. This belief stems from their experience as teachers. In order to properly answer Tamilnadu students' concerns, the researcher is sincerely attempting to identify their problems.

SIGNIFICANCE OF THE STUDY

Identifying and treating difficulties with learning is essential to ensuring that every student has an equal opportunity to succeed academically. Teachers' professional development is aided by their awareness of learning difficulties. To provide teachers with the information and abilities they need to recognise and assist students who struggle with learning, training programs can be created. This improves the caliber of education while creating a more welcoming and understanding learning atmosphere in the classroom. Among the emotional and psychological problems that are frequently connected to learning disabilities include anxiety, depression, and low self-esteem. By addressing these issues, students' general wellbeing and mental health can be significantly enhanced. Good teaching techniques can boost students' confidence and lessen their anxiety about their academic success. One of the biggest indicators of someone's future social standing is their level of schooling. We can make sure that students are more equipped for higher education. In summary, research on difficulties with learning among Tamil Nadu high school students is essential to creating a fair, efficient, and encouraging learning environment. It affects kids individually as well as teachers, legislators, and society at large in profound ways.

STATEMENT OF THE PROBLEM

The area of the study selected by the investigator is "A study on English learning difficulties of high school children."

OBJECTIVES:

1. To evaluate the total English learning difficulties of high school students.
2. To measure the English learning difficulties of high school students and their relationship with subsamples.
3. To predict English learning difficulties of high school students
4. To identify the dominant English learning difficulties of high school students.

HYPOTHESIS:
1. The total English learning difficulties of high school students are high.
2. There is no significant relation between English learning difficulties of high school students and their relationship with subsamples.
3. There is no significant predictor of English learning difficulties of high school students
4. There are no significant dominant English learning difficulties of high school students.

METHODOLOGY:

Normative survey method is used in the present study. This method of research attempts to describe and interpret what exist at present in the form of conditions, practices, process, trends and effects. In brief it is an attempt to analyze, interpret and report the present level of English learning difficulties of high school students. English Learning Difficulties Scale **(2024)** was constructed and standardized by the researchers **Ponmozhi, D and Dhivya Dharshini, R** was used in this study. This scale contains 34 items in 6 dimensions like challenges in Reading, Writing, Speaking, Grammar, Meaning and Spelling with 5-point scale. The pupils enrolled in the high Cuddalore district schools make up the study's population. In the Cuddalore district, there are approximately 10,000 students enrolled in 220 high schools. 150 pupils from several high schools in the Cuddalore district were selected using random sample techniques. There are 63 male and 85 female students participating in this study across these 150 samples.

ANALYSIS OF THE LEVEL OF ENGLISH LEARNING DIFFICULTIESOF HIGH SCHOOL STUDENTS

TABLE 1 PERCENTAGE ANALYSIS OF ENGLISH LEARNING DIFFICULTIES SCORE OF THE TOTAL SAMPLE				
S.No	Self-concept	Score	N	Percentage
1	Very Low	0-34	0	0
2	Low	35-68	0	0
3	Moderate	69-102	32	21
4	High	103-136	97	65
5	Very high	137-170	21	14
		Total	150	100

The above table 4.1 shows that 21 % of high school students English Learning Difficulties score is moderate (69-102), 65% of high school students English Learning Difficulties score is High (69-102) and 14% high school students English Learning Difficulties score is very high (137-170). **Thus, the high school students English Learning Difficulties score is High.**

ANALYSIS OF THE LEVEL OF ENGLISH LEARNING DIFFICULTIESSCORE OF ENTIRE SAMPLES

Evaluating the degree of high school students **English Learning Difficulties** for both the full sample is one of the study's key goals. The mean Standard deviation values have been computed, which comprise the students enrolled in high school were considered as the population and sample.

Table 4.2. MEAN AND STANDARD DEVIATION OF ENGLISH LEARNING DIFFICULTIESOF TOTAL SAMPLE			
VARIABLE	**N**	**Mean**	**STD**
ENGLISH LEARNING DIFFICULTIES	150	115.07	19.13

The above table 4.2 shows the mean score and standard deviation of high school students **English Learning Difficulties** are found to be **115.07 and** 19.13respectively. **It is concluded that the** high school students **English Learning Difficulties are High (**103-136)

TABLE-3 RELATIONSHIP BETWEEN ENGLISH LEARNING DIFFICULTIES WITH THEIR SUB SAMPLE							
S.No	**Variable**		**N**	**Mean**	**STD**	**t/f**	
1	School Type	Government	50	**128.24**	15.19	25.332	S
		Aided	50	105.26	19.20		
		Private	50	111.85	15.26		
2	Gender	Male	87	**116.58**	19.40	1.159	**NS**
		Female	63	112.94	18.70		
3	Age	14	132	**116.69**	19.04	2.907	**S**
		15	18	103.06	15.55		
4	Medium Of Instruction	English	106	113.66	16.32	-1.434	**NS**
		Tamil	44	**118.55**	24.60		
5	Locality	Urban	48	111.02	14.80	2.061	S
		Rural	102	**117.06**	20.71		
6	Mothers Qualification	School Level	55	**125.96**	17.42	18.275	S
		Diploma Level	88	108.77	16.80		
		College Level	7	105.57	21.79		
7	Fathers Qualification	School Level	65	**124.39**	19.38	18.476	S
		Diploma Level	70	106.51	15.58		
		College Level	15	113.40	13.97		
8	Parental Monthly Income	0-50k	83	113.55	20.98	.766	NS
		50k-1Lakhs	44	**118.75**	16.61		
		1Lakhs-1.5 Lakhs	10	113.00	14.85		
		1.5 Lakhs-2 Lakhs	13	114.15	17.32		
9	Parental Occupation	Daily Wages	100	114.35	19.89	.458	NS
		Self-Employment	30	**118.40**	16.96		

		Business	15	112.53	19.29		
		Government Job	5	117.40	17.57		
10	Family Members	one- four	124	**116.25**	20.10	2.310	S
		five-eight	26	109.35	12.20		
11	Type Of Family	Joint	54	112.73	19.66		
		Nuclear	88	116.41	17.95	.662	NS
		Single Parent	8	**116.75**	28.01		

The obtained f-value suggests that there is a significant variation in the school type and Total English Learning Difficulties. Considering that the computed f-value (25.332) is significant at the 5% level. As a result, the alternative hypothesis is acknowledged. Therefore, the Total English Learning Difficulties vary among high school students who belongs to different school type.

According to the computed t-value, there appears to be no appreciable difference in total English learning difficulties between male and female high school pupils. Considering that the calculated t-value of 1.159 is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it can be concluded that there is no difference in the Total English Learning Difficulties between male and female high school students.

According to the computed t-value, there appears to be appreciable difference in total English learning difficulties between 14-years old and 15-years old high school pupils. Considering that the calculated t-value of 2.907 is significant at the 5% level. Consequently, the stated null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it can be concluded that there is difference in the Total English Learning Difficulties between 14-years old and 15-years old high school students.

According to the computed t-value, there appears to be no appreciable difference in total English learning difficulties between English and Tamil medium high school pupils. Considering that the calculated t-value of -1.434 is not significant at the 5% level. Consequently, the null hypothesis is accepted and the alternative hypothesis is rejected. Therefore, it can be concluded that there is no difference in the Total English Learning Difficulties between English and Tamil medium high school students.

According to the computed t-value, there appears to be appreciable difference in total English learning difficulties between Urban and rural high school pupils. Considering that the calculated t-value of 2.061 is significant at the 5% level. Consequently, the stated null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it can be concluded that there is difference in the Total English Learning Difficulties between Urban and rural high school students.

According to the computed t-value, there appears to be appreciable difference in total English learning difficulties between 1-4 and 5-8 membered family high school pupils. Considering that the calculated t-value of 2.310 is significant at the 5% level. Consequently, the stated null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it can be concluded that there is difference in the Total English Learning Difficulties between 1-4 and 5-8 membered family high school students.

The obtained f-value suggests that there is a significant variation in the Mother's Qualification and Total English Learning Difficulties. Considering that the computed f-value (18.275) is significant at the 5% level. As a result, the alternative hypothesis is acknowledged. Therefore, the Total English Learning Difficulties vary among high school students who have different Mother's Qualification.

The obtained f-value suggests that there is a significant variation in the Father's Qualification and Total English Learning Difficulties. Considering that the computed f-value (18.476) is significant at the 5% level. As a result, the alternative hypothesis is acknowledged. Therefore, the Total English Learning Difficulties vary among high school students who have different Father's Qualification.

The obtained f-value suggests that there is no significant variation in the Parental Income and Total English Learning Difficulties. Considering that the computed f-value (.766) is significant at the 5% level. As a result, the null hypothesis is acknowledged. Therefore, the Total English Learning Difficulties are same among high school students who have different Parental Income.

The obtained f-value suggests that there is no significant variation in the Parental Occupation and Total English Learning Difficulties. Considering that the computed f-value (.458) is significant at the 5% level. As a result, the null hypothesis is acknowledged. Therefore, the Total English Learning Difficulties are same among high school students who have different Parental Occupation.

The obtained f-value suggests that there is no significant variation in the Family Type and Total English Learning Difficulties. Considering that the computed f-value (.662) is significant at the 5% level. As a result, the null hypothesis is acknowledged. Therefore, the Total English Learning Difficulties are same among high school students who have different Family Type.

	Model	B	Std. Error	Beta	Pearson r	Sr^2	Structure Coefficient
	TABLE 4 STEPWISE REGRESSION BETWEEN ENGLISH LEARNING DIFFICULTIES AND THEIR SUB SAMPLES.						
3	(Constant)	147.743	6.110				
	Mothers Qualification	-11.573	2.883	-.339	-.314	.099	.196
	Age	-9.065	4.286	-.154	-.172	.017	.034
	Parental Income	3.931	1.546	.192	.205	.042	.083
	Fathers Qualification	-5.904	2.515	-.201	-.190	.036	.071
	Note. The dependent variable English Learning Difficulties. R= 0.505 and R^2 = 0.255. sr^2 is squared semi-partial correlation. F (4, 146) = 12.56,. p=0.000.						

Table 4 shows Type of school, Age, Gender, Medium, Locality, Mother Qualification, Father Qualification, Parental occupation, Parental income, Family members, Family Type and Total English Learning Difficulties were used in a stepwise multiple regression analysis to predict Total English Learning Difficulties of the high school students. The correlation with School type, Age, Mothers Qualification, Fathers Qualification, Number of Family members and Total English Learning Difficulties were statistically significant.

The prediction model contained two of the ten predictors and was reached in two steps with 8 variables removed. The model was statistically significant, $F(4, 146)= 12.560, p < .001$, and accounted for approximately 50% of the variance of English Learning Difficulties (R^2=0.091 Adjusted R^2= 0.079). English Learning Difficulties is primarily predicted by Mothers Qualification and followed by Age. Parental Income, Fathers Qualification. The raw and standardized regression coefficient of predictors together with their correlation with English Learning Difficulties, their squared semi-partial correlations, and their structure coefficients are shown in table-4. The Mothers Qualification received the strongest

weight in model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: The Mothers Qualification, Age. Parental Income and Fathers Qualification uniquely accounted for approximately 20%, 3%, 7% and 8% of the English Learning Difficulties. Inspection of the structure coefficient suggests that, Fathers Qualification and Age were relatively weak indicators of English Learning Difficulties and Mothers Qualification and Parental income were relatively strong indicators of English Learning Difficulties of high school children.

Model	B	Std. Error	Beta	Pearson r	Sr^2	Structure Coefficient
TABLE 5 STEPWISE REGRESSION OF TOTAL ENGLISH LEARNING DIFFICULTIESAND ITS DIMENSIONS						
(Constant)	-.124	.053				
Writing Difficulties	1.000	.002	.270	.149	1.000	.149
Grammar Difficulties	1.003	.002	.243	.150	1.000	.150
Spelling Difficulties	1.001	.002	.173	.145	1.000	.145
Speaking Difficulties	1.003	.002	.243	.163	1.000	.163
Reading Difficulties	.996	.002	.247	.153	1.000	.153
Meaning Difficulties	1.002	.002	.183	.148	1.000	.148
Note. The dependent variable **Total English Learning Difficulties** R^2=1.000, Adjusted R^2=1.000, Sr^2 is squared semi-partial correlation. $F(6, 144) = 1459115.890$						

Table 5 shows Reading Difficulties, Writing Difficulties, Speaking Difficulties, Grammar Difficulties, Meaning Difficulties, Spelling Difficulties and Total English Learning Difficulties were used in a stepwise multiple regression analysis to find dominant Total English Learning Difficulties of the high school students.

The dominant factor model contained six of the six factors and was reached in six with 0 variables removed. The model was statistically significant, $F(6, 144) = 1459115.890, p < .001$, and accounted for approximately 100% of the variance of English Learning Difficulties (R^2=0.091 Adjusted R^2= 0.079). English Learning Difficulties is primarily predicted by Writing Difficulties followed by Grammar Difficulties, Spelling Difficulties, Speaking Difficulties, Reading Difficulties and Meaning Difficulties. The raw and standardized regression coefficient of predictors together with their correlation with English Learning Difficulties, their squared semi-partial correlations, and their structure coefficients are shown in table-5. The Speaking Difficulties and Reading Difficulties were received the strongest weight in model. With the sizeable correlations between the predictors, the unique variance explained by each of the variables indexed by the squared semi-partial correlation was relatively low: The Writing Difficulties, Grammar Difficulties, Spelling Difficulties, Speaking Difficulties, Reading Difficulties and Meaning Difficulties uniquely accounted for approximately 15%, 15%, 15%, 16%, 15% and 15% of the English Learning Difficulties. Inspection of the structure coefficient suggests that, the Writing Difficulties, Grammar Difficulties were relatively strong indicators of English Learning Difficulties of high school children.

CONCLUSION

In Cuddalore district Government school Male student, aged about14 year old, living in rural areas, studying in Tamil medium, with School level educated and self-employed parents whose earning between fifty thousand to one lakhs income, living in 1-4-member family, struggle greatly with studying English. High school pupils' difficulties acquiring the English language were somewhat predicted by the qualifications of their parents, age, parental income. The two biggest obstacles preventing high school students from learning English are writing and grammar issues. Therefore, the top goals for educational administrators should be to eliminate high school students' deficiencies in English language acquisition through writing assignments and grammatical teaching.

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