

A STUDY ON LEARNING DIFFICULTIES OF HIGH SCHOOL STUDENTS IN ENGLISH LANGUAGE LEARNING

Dr. A. R. Anandha Krishnaveni

*Principal, Arulmigu Kalasalingam College of Education, Krishnankoil,
Virudhunagar District, Tamilnadu*

Dr. G. Maheswari

*Assistant Professor, Arulmigu Kalasalingam College of Education Krishnankoil,
Virudhunagar District, Tamilnadu*

Abstract

English is an international language. It is used all over the world. It links together people of different nations, of the world. In this sense English language learning is very essential in school level itself. So the researcher found out what is the learning difficulties exist in English language learning. In the present study the normative survey method is used. The investigator has used the self-developed tool and it contains 8 dimensions. There items were submitted to the guide. There were 88 items in the draft questionnaire. On the basis of the suggestion given by him, some items were dropped, a few were modified and some were also added. To identify problems faced by High School students in Learning English, 79 Questionnaire were selected through pilot study. It is a 2 point scale. Random sampling technique was used in this study. Three hundred high school students randomly selected from Srivilliputtur Taluk. From the findings, in the term of medium of instruction, the high school students studying through English Medium have more learning difficulty to learn English language. Significant difference was found among high school students in learning difficulties -attitude, teacher's performance, family background with respect to type of school.

Introduction

Education is ever-widening concept. It is old as the human race. Ever since the dawn of civilization man directly or indirectly has been trying to 'Educate' himself in order to meet with the changing demands of the life .in fact, he has succeeded in distinguishing himself from other animals only by virtue of education. During the course of time education become an essential virtue for man to live and lead a civilized life. Education is fashion and models man to become fit for society.

Significance of the Study

Learning difficulty is a dynamic and expanding field. Learning difficulty in individuals is found across all ages. Socio-Economic Levels and racers and their problems range from mild to severe. Now a day's both government and private schools fail to fulfill the needs of the students. In some of the schools the basic facilities like Laboratory, sanitary, classroom, play Ground and curriculum are not praise worthy. Therefore the students meet a number of difficulties in learning from both at school and personal Level. These things are primary sources for the Learning difficulties.

This condition must be removed and immediate steps should be taken to care the Learning difficulties of the students. To accomplish this task effectively this present study has been conducted by the investigator. And it is need of the hour to have more number of studies to identify the specific learning difficulties of high school students. So the investigator needs

to find out from where they are struggling in their learning and what are they caused behind their learning difficulties and the present study is an attempt in this direction.

Objectives of the Study

1. To find out the level of learning difficulties and its dimensions of high school students in terms of Gender.
2. To find out the level of learning difficulties and its dimensions of high school students in terms of Location of the school.
3. To find out the level of learning difficulties and its dimensions of high school students in terms of Medium of the school.
4. To find out the level of learning difficulties and its dimensions of high school students in terms of type of school.

Hypotheses of the Study

1. There is no significant difference in learning difficulties and its dimensions of high school students in terms of Gender.
2. There is no significant difference in learning difficulties and its dimensions of high school students in terms of Location of the school.
3. There is no significant difference in learning difficulties and its dimensions of high school students in terms of Medium of the school.
4. There is no significant difference in learning difficulties and its dimensions of high school students in terms of type of school.

Methodology

The investigator selected the normative survey method for the present study. The investigator has used the tool developed by G.Revanth (2015) and it contains 8 dimensions. These items were submitted to the guide. There were 88 items in the draft questionnaire. On the basis of the suggestion given by him, some items were dropped, a few were modified and some were also added. To identify problems faced by High School students in Learning English, 79 Questionnaire were selected through pilot study. It is a 2 point scale. Random sampling technique was used in this study. Three hundred high school students randomly selected from Srivilliputtur Taluk.

Differential Analysis

Null Hypothesis: 1

There is no significant difference between male and female high school students in their learning difficulties in studying English language.

Table 1 Significant Difference in the Learning Difficulties of High School Students with Respect to Gender

Dimensions / Variables	Gender				Calculated 't' value	Remarks at 5% level
	Male (N=168)		Female (N=132)			
	Mean	SD	Mean	SD		
Attitude	9.172	3.564	9.257	3.371	0.210	NS
Teacher's	7.559	3.278	7.083	3.221	1.257	NS

Performance						
Family Background	5.619	2.115	6.121	2.115	2.059	S
School atmosphere	6.309	2.090	6.833	1.837	2.271	S
Peer group influence	3.386	2.096	3.742	1.831	0.027	NS
Difficulties in Prose	9.053	3.473	9.219	3.784	0.269	NS
Difficulties in Grammar	5.940	2.196	5.356	2.535	0.047	NS
Difficulties in Composition	3.339	1.519	3.189	1.543	0.874	NS
Learning difficulties	50.381	9.062	50.803	9.921	0.562	NS

(At 5% significance the table value of 't' is 1.96)

From the above table it is observed that the calculated 't' values are lesser than the table value for attitude, teacher's performance, peer group influence, difficulties in prose, difficulties in grammar, difficulties in composition, learning difficulties of high school students with respect to gender. Here the hypothesis is accepted.

The calculated 't' values are greater than the table for family background, school atmosphere, with respect to gender. The hypothesis is rejected.

Null Hypothesis: 2

There is no significant difference in the learning difficulties of high school students with respect to location of the school.

Table 2 Significant Difference in the Learning Difficulties of High School Students with Respect to Location of the School

Dimensions / Variables	Locality				Calculated 't' value	Remarks at 5% level
	Rural (N=163)		Urban (N=137)			
	Mean	SD	Mean	SD		
Attitude	8.650	3.533	9.875	3.295	3.085	S
Teacher's performance	6.638	3.124	8.197	3.226	4.241	S
Family background	5.773	2.239	5.919	1.944	0.600	NS
School atmosphere	6.417	1.999	6.686	1.991	1.163	NS
Peer group influence	3.368	2.051	3.751	1.897	1.670	NS
Difficulties in Prose	8.816	3.768	9.496	3.384	1.631	NS
Difficulties in Grammar	5.490	2.534	5.912	2.133	1.541	NS
Difficulties in Composition	3.233	1.577	3.321	1.474	0.496	NS
Learning difficulties	48.386	9.548	53.160	8.641	4.504	S

(At 5% significance the table value of 't' is 1.96)

From the above table it is observed that the calculated 't' values are lesser than the table value for family background, school atmosphere, peer group influence, difficulties in prose, difficulties in grammar, difficulties in composition of high school students with respect to location of the school. Here the hypothesis is accepted.

The calculated 't' values are greater than the table for attitude, teacher's performance, learning difficulties with respect to location of the school. The hypothesis is rejected.

Null Hypothesis: 3

There is no significant difference in the learning difficulties of high school students with respect to medium of the instruction.

Table 3 Significant Difference in the Learning Difficulties of High School Students with Respect to Medium of Instruction

Dimensions/ Variables	Medium				Calculated 't' value	Remarks at 5% level
	Tamil (N=243)		English (N=57)			
	Mean	SD	Mean	SD		
Attitude	9.102	3.602	1.666	2.855	1.103	NS
Teacher's performance	7.279	3.302	7.649	3.085	0.769	NS
Family background	5.716	2.167	6.368	1.748	2.115	S
School atmosphere	6.321	2.033	7.473	1.524	4.020	S
Peer group influence	3.428	2.066	4.035	1.534	2.086	S
Difficulties in Prose	9.094	3.622	9.263	3.578	0.317	NS
Difficulties in Grammar	5.679	2.397	5.701	2.243	0.065	NS
Difficulties in Composition	3.362	1.545	2.894	1.410	2.088	S
Learning difficulties	49.983	9.578	53.052	8.435	2.225	S

(At 5% significance the table value of 't' is 1.96)

From the above table it is observed that the calculated 't' values are lesser than the table value for attitude, teacher's performance, difficulties in prose, difficulties in grammar, of high school students with respect to medium of the school. Here the hypothesis is accepted. The calculated 't' values are greater than the table for family background, school atmosphere, peer group influence, difficulties in composition, learning difficulties, with respect to medium of the school. The hypothesis is rejected.

Null Hypothesis: 4

There is no significant difference in the Learning difficulties in studying English of high school students with respect to type of school.

Table 4 Sum of Squares and Mean Squares of Learning Difficulties in Studying English of High School Students with Respect to Type of School

Dimensions/ Variables	Source of variation	Sum of squares	Df	Mean Square	Calculated 'F' Value	Remarks at 5% Level
Attitude	Between Groups	147.46	2	73.73	6.321	S
	Within Groups	3464.30	297	11.66		
Teacher performance	Between Groups	93.08	2	46.54	4.480	S
	Within Groups	3085.16	297	10.38		
Family background	Between Groups	35.30	2	17.65	4.054	S
	Within Groups	1293.01	297	4.35		

School atmosphere	Between Groups	2.845	2	1.42	0.355	NS
	Within Groups	1189.67	297	4.00		
Peer group	Between Groups	4.54	2	2.27	0.573	NS
	Within Groups	1177.89	297	3.96		
Difficulties in prose	Between Groups	10.07	2	5.03	0.385	NS
	Within Groups	3883.11	297	13.07		
Difficulties in grammar	Between Groups	16.75	2	8.37	1.502	NS
	Within Groups	1656.16	297	5.57		
Difficulties in composition	Between Groups	5.89	2	2.94	1.261	NS
	Within Groups	693.69	297	2.33		

(At 5% level of significance the table value of 'F' is 3.03)

From the above table it is observed that the calculated 'F' values are lesser than the table value for School atmosphere, peer group, difficulties in prose, difficulties in grammar and difficulties in composition of high school students with respect to type of school. Here the hypothesis is accepted.

The calculated 'F' values are greater than the table for Attitude, teacher's performance, family background with respect to type of school. The hypothesis is rejected.

Findings of the Study

1. In the term of gender, Comparing the mean scores female high school students are better in learning difficulties, Family background, School atmosphere, than the male students.
2. In the term of locality of school comparing the mean scores urban area students have more learning difficulties in Attitude, Teacher's performance, and learning difficulty total than the rural area students.
3. In the term of medium of instruction, the high school students studying through English Medium have more learning difficulty to learn English language.
4. Significant difference was found among high school students in learning difficulties - attitude, teacher's performance, family background with respect to type of school.

Conclusion

It has been a wonderful experience for the investigator to undertake this research work. It has helped to know the exact causes which affect the studies in learning English language of high school students of srivilliputtur taluk.

References

1. Adrienne L. Herrell; Michael Jordan (2016). 50 Strategies for Teaching English Language Learners. Pearson. ISBN 978-0-13-380245-0.

2. Barr, S.; Eslami, Z.; Joshi, R.M. (2012). "Core strategies to support English language learners". *The Educational Forum*. **76**: 105–117. doi:10.1080/00131725.2011.628196
3. Marianne Celce-Murcia; Marguerite Ann Snow (2014). *Teaching English as a Second or Foreign Language*. Cengage Heinle. ISBN 978-1-111-35169-4.
4. Rodríguez Silva, L.H.; Roehr-Brackin, K. (2016). "Perceived learning difficulty and actual performance: Explicit and implicit knowledge of L2 English grammar points among instructed adult learners". *Studies in Second Language Acquisition*. **38** (2): 317–340. doi:10.1017/S0272263115000340.
5. Wagner, R.K.; Francis, D.J.; Morris, R.D. (2005). "Identifying English Language Learners with Learning Disabilities: Key Challenges and Possible Approaches". *Learning Disabilities Research & Practice*. **20** (1): 6–15. doi:10.1111/j.1540-5826.2005.00115.x
6. <http://web.archive.org/web/20071014005901/http://www.nvtc.gov/lotw/months/november/learningExpectations.html>.