



ACHIEVEMENT IN ENGLISH IN RELATION TO LEARNING DIFFICULTIES OF HIGH SCHOOL STUDENTS

K. Sundaraleka¹ & Dr. N.L.N. Jayanthi²

¹ Research Scholar, Department of Education, Annamalai University, AnnamalaiNagar, Tamilnadu, India

² Professor and Head, Department of Education, Annamalai University, Annamalai Nagar, Tamilnadu, India

Abstract

The purpose of the study was to determine the influence of Achievement in English in relation to Learning Difficulties of high school students. This research used a normative survey method and the samples of 690 students studying in Thiruvarur District of Tamil Nadu State were taken with a simple random sampling technique. The instruments used in collecting data are the Achievement in English and the Learning Difficulties Scale are constructed and validated by K. Sundaraleka and N.L.N. Jayanthi (2024). Results of the study indicated that the Achievement in English is low and Learning Difficulties of High school students is high. It is also inferred that there is significant difference in the Achievement in English of High school students with respect to their gender and residential area, there is significant difference in the Learning Difficulties of High school students with respect to their gender and residential area and there is a significant and negative relationship between Achievement in English and Learning Difficulties of High school students.

Key Words: Achievement in English, Learning Difficulties and High school students.

1. Introduction

Students' achievement in English exerts a great effect on their academic achievement as poor grades in English lower their aggregate and can act as a hindrance in their emotional and overall development. Academic achievement has become an index of child's future particularly in this highly competitive world, for which it becomes the primary function of the school to implant in all the pupils such a command of English as it will enable them to express themselves in all situations that they may be ordinarily confronted with, usage of grammatically correct and idiomatic English, that the command of correct and idiomatic English should be developed to the highest possible pitch. English might be a popular language to learn, but it doesn't necessarily mean it is a simple language to master. The students are confronted with many challenges while learning English.

Learning disabilities - the difficulties in the acquisition and use of abilities such as reading, writing, spelling, arithmetic and social skills is one of the least understood handicapping conditions that affect school children. Learning difficulty can impede learning to talk, listen, read, write, spell, recall, recognize information or achieve in mathematics. Described as weakness among a sea of strengths, the condition of learning difficulty is especially perplexing because each individual has unique combination of talents and characteristics and of strength and weakness. Learning difficulty is a problem which affects learning of many children, adolescents and adults which interferes in their schooling and adjustment to society.

2. Significance of the Study

Achievement in English of high school students is important because English is vital for global communication, higher education, academic success and future opportunities. Understanding current achievement levels also helps to identify gaps and factors (like gender, location, motivation) affecting performance and also in suggesting better teaching strategies to boost skills in competitive world.

Studying learning difficulties in English among high school students is crucial because though English is vital for global communication, higher education, and jobs, yet many struggle with vocabulary, grammar, and speaking that hinder their future prospects.

4. Operational Definitions

Achievement in English

The present study deals with the Achievement in English subject of the high school students. Achievement Test in English has been constructed and validated.

Learning Difficulties

Learning Difficulties in English in the present study, refers to the difficulties faced by IX Standard Students in learning English as an academic subject. English learning includes mastering of Listening, Speaking, Reading and Writing skills.

5. Objectives of the Study

1. To study the level of Achievement in English of high school students.
2. To study the level of Learning Difficulties of high school students.
3. To study the any significant difference in the Achievement in English of high school students with regard to the gender.
4. To study the any significant difference in the Achievement in English of high school students with regard to the residential area.
5. To study the any significant difference in the Learning Difficulties of high school students with regard to the gender.
6. To study the any significant difference in the Learning Difficulties of high school students with regard to the residential area.
7. To study the any significant relationship between Achievement in English and Learning Difficulties of high school students.

6. Hypotheses of the study

1. The level of Achievement in English of high school students is low.
2. The level of Learning Difficulties of high school students is low.
3. There is no significant difference in the Achievement in English of high school students with regard to the gender.
4. There is no significant difference in the Achievement in English of high school students with regard to the residential area.
5. There is no significant difference in the Learning Difficulties of high school students with regard to the gender.
6. There is no significant difference in the Learning Difficulties of high school students with regard to the residential area.
7. There is no significant relationship between Achievement in English and Learning Difficulties of high school students.

7. Method of the Study and Sample Used

The normative survey method was adopted in the present study. In order to collect the required data, Achievement in English and the Learning Difficulties Scale are constructed and validated by K. Sundaraleka and N.L.N. Jayanthi (2024). Simple random sampling technique has been employed to collect the data from 690 high school students studying in government, aided and private schools of Thiruvarur district.

8. Analysis of Data and Interpretation

The data collected were descriptively analyzed by employing the following statistical techniques:

1. Descriptive Analyses
 - i. Measures of central tendency (Mean)
 - ii. Measures of variability (Standard Deviation)
2. Differential Analyses ('t' test and 'F' test) and
3. Co-relational Analyses (Karl Pearson Product Moment Correlation)

Descriptive Analysis

Result of Hypothesis 1

The level of Achievement in English of high school students is low.

Table-1

Mean and Standard Deviation Scores of Achievement in English

Variable	N	Mean	SD
Achievement in English	690	17.64	2.84

From table-1, it is observed the calculated mean and standard deviation for the Achievement in English scores of the entire sample were found to be 17.64 and 2.84 respectively, which is lesser than the mid score is 20. Hence, the framed hypothesis (1) is accepted and it is concluded that the Achievement in English of High School Students is low.

Result of Hypothesis 2

The level of Learning Difficulties of high school students is low.

Table-2

Mean and Standard Deviation Scores of Learning Difficulties

Variable	N	Mean	SD
Learning Difficulties	690	139.70	17.98

From table-2, it is observed the calculated mean and standard deviation for the Learning Difficulties scores of the entire sample were found to be 139.70 and 17.98 respectively. One can get a maximum score of 160 on Learning Difficulties scale. The norms score is higher than the percentile P_{75} (133 & above), the framed hypothesis (2) is rejected and it is concluded that the Learning Difficulties of High School Students is high.

Differential Analysis

Result of Hypothesis 3

There is no significant difference in the Achievement in English of High school students with respect to their gender.

Table-3

Comparison of Mean Achievement in English Scores of High School Students with respect to their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Achievement in English	Male	363	17.63	2.53	2.60	Significant
	Female	327	19.13	3.16		

Table-3, shows that the computed 't' value for the mean Achievement in English scores between male and female High School Students [$t_{(690)} = 2.60 > p$] is significant. Hence, the framed null hypothesis 3 is rejected and it is concluded that there is a significant difference in the Achievement in English of High School Students with respect to their gender. It is also inferred that female students are better Achievement in English than the male students.

Result of Hypothesis 4

There is no significant difference in the Achievement in English of High school students with respect to their residential area.

Table-4

Comparison of Mean Achievement in English Scores of High School Students with respect to their Residential Area

Variable	Residential Area	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Achievement in English	Rural	318	15.04	2.58	2.32	Significant
	Urban	372	17.56	3.01		

Table-4, shows that the computed 't' value for the mean Achievement in English scores between rural and urban resident High School Students [$t_{(690)} = 2.32 > p$] is significant. Hence, the framed null hypothesis 4 is rejected and it is concluded that there is a significant difference in the Achievement in English of High School

Students with respect to their residential area. It is also inferred that urban resident students are better Achievement in English than the rural resident students.

Result of Hypothesis 5

There is no significant difference in the Learning Difficulties of High school students with respect to their gender.

Table-5

Comparison of Mean Learning Difficulties Scores of High School Students with respect to their Gender

Variable	Gender	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Learning Difficulties	Male	363	140.13	17.53	2.41	Significant
	Female	327	135.63	19.16		

Table-5, shows that the computed 't' value for the mean Learning Difficulties scores between male and female High School Students [$t_{(690)} = 2.41 > p$] is significant. Hence, the framed null hypothesis 5 is rejected and it is concluded that there is a significant difference in the Learning Difficulties of High School Students with respect to their gender. It is also inferred that male students are high Learning Difficulties than the female students.

Result of Hypothesis 6

There is no significant difference in the Learning Difficulties of High school students with respect to their residential area.

Table-6

Comparison of Mean Learning Difficulties Scores of High School Students with respect to their Residential Area

Variable	Residential Area	N	Mean	SD	't' Value	Level of Significance at 0.05 Level
Learning Difficulties	Rural	318	141.27	17.87	2.91	Significant
	Urban	372	136.18	19.32		

Table-6, shows that the computed 't' value for the mean Learning Difficulties scores between rural and urban resident High School Students [$t_{(690)} = 2.91 > p$] is significant. Hence, the framed null hypothesis 6 is rejected and it is concluded that there is a significant difference in the Learning Difficulties of High School Students with respect to their residential area. It is also inferred that rural resident students are high Learning Difficulties than the urban resident students.

Correlation Analysis

Result of Hypothesis 7

There is no significant relationship between Achievement in English and Learning Difficulties of High school students.

Table-7

Co-Efficient of Correlation between Achievement in English and Learning Difficulties

Variables	N	'r' Value	Level of Significance
Achievement in English and Learning Difficulties	690	-0.241**	Significant

**. Correlation at 0.01 level (2-tailed)

Table-7 shows that, the co-efficient of correlation between Achievement in English and Learning Difficulties of High School Students is found to be [N=690, r=-0.241 at 0.01 level] which indicates that there is a negative correlation between Achievement in English and Learning Difficulties scores. Therefore, hypothesis 7 is rejected and it is concluded that there is a significant and negative relationship between Achievement in English and Learning Difficulties of High School Students, that is, high school students who are having more learning difficulties have less achievement in English and vice-versa.

9. Findings of the Study

- The level of Achievement in English of High school students is low.
- The level of Learning Difficulties of High school students is high.
- There is significant difference between male and female High school students with respect to their Achievement in English.
- There is significant difference between rural and urban resident High school students with respect to their Achievement in English.
- There is significant difference between male and female High school students with respect to their Learning Difficulties.
- There is significant difference between rural and urban resident High school students with respect to their Learning Difficulties.
- There is a significant and negative relationship between Achievement in English and Learning Difficulties of High school students.

10. Conclusion

In the present study of the Achievement in English in relation to Learning Difficulties of high school students, findings revealed that the Achievement in English is low and Learning Difficulties is high of High school students. It is also inferred that there is significant difference in the Achievement in English and Learning Difficulties of High school students with respect to their gender and residential area. There is a significant and negative relationship between Achievement in English and Learning Difficulties of High school students.

11. References

- Ahmad, N.A., Jelas, Z.M. & Ali, M.M. 2011. The relationship between learning styles and strategies with academic achievement based on gender and type of school. *The International Journal of Learning* 17(10): 265-278.
- Aliakbari, M. & Qasemi, N. 2012. On the relationship between Iranian EFL learners' learning style preference and their gender, proficiency level and achievement score. *International Journal of Pedagogies and Learning* 7(3): 275-283.
- Bas, G. & Beyhan, O. 2013. Effects of learning styles based instruction on academic achievement, retention level and attitudes towards English course. *Journal of Faculty of Educational Sciences* 46(2): 133-158.
- Bester, G. & Brand, L. 2013. The effect of technology on learner attention and achievement in the classroom. *South African Journal of Education* 33(2): 1-15.
- Bhatti, R. & Bart, W.M. 2013. On the effect of learning style on scholastic achievement. *Current Issues in Education* 16(2):1-6.
- Hermond, D2014. Determining the learning styles of prospective educational leaders. *National Forum of Educational Administration and Supervision Journal* 32(1): 47-58.
- Jenkins, J., Cogo, A. & Dewey, M. 2011. Review of developments in research into English as a lingua franca. *Language Teaching* 44(3): 281-315.

