

Difficulties Faced By the Rural Students in Learning English at High School Level

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Abstract: The article deals with the problems and the difficulties faced by the rural students in learning English. There are many challenges were faced by the rural students in the areas of Speaking, Pronouncing, Communicating and Writing the second language (English). The subject of the study contains 200 students in rural areas were selected randomly. English Learning Difficulty scale constructed and standardized by the researchers is used to collect the data. This study reveals that the English Learning Difficulty at the high school level is high. There exists significant difference between sub samples related to mother's education, Parental occupation, Parental income and Class strength. Furthermore, it was found that among the 11 personal variables 4 variables Class strength, father's education, mother's education and Parental occupation were positive predictors of English Learning Difficulty of rural students and accounted for approximately **23%** variance in English Learning Difficulty of rural students.

Keywords: Learning difficulties, Rural students, High School children, Speaking, Pronouncing, Communicating and Writing skill.

I. INTRODUCTION

Nowadays knowledge in English were increased in Urban areas, but still the students in rural areas faced many difficulties in learning English at their schools in Speaking, Writing Pronouncing English. The rural students still do not have enough encouragement to practice English. This article analysis the causes that make the students difficulty in English and suggests some solutions that can overcome the difficulties.

Learning Difficulties in English

Problems and Errors committed by the students in writing English is known as learning difficulties. English learning includes Mastering of Listening, Speaking, Reading and Writing skills. The First cause that makes the Students Difficulties in speaking English is that **the Environment** does not support the students to speak English fluently." Since English is a foreign language in our country, most students especially high school students are not familiar with it, the second causes are **students Themselves**, they does not care for their Communication. There is no interest shown in the areas of learning English by the rural areas of students. The Third causes in School **Organization**, they should encourage the students with the sub-coaching to motivate the students. So that teachers easily find the difficulties of students to learn English with the lower level of difficulties. The Fourth cause rarely with **The Overloaded Textbook areas**.

II. NEED OF THE STUDY

The investigator understands the difficulties faced by the rural students of learning English in high school level. There are the most common and specific difficulties to learn English. They faced Difficulties in Pronouncing, Communicating, and Writing of the second language. The investigator classified that the difference of rural education to urban.

OBJECTIVES:

1. To assess difficulties faced by students in learning English at the high school level
2. To find the relationship between subsamples and difficulties faced by the students in learning English at high school level
3. To find predictor of difficulties faced by students in learning English at high school level

HYPOYHRISIS

1. The difficulty faced by students in Learning English at the high school level is low.
2. There is no significant relationship between subsamples and difficulties faced by students in Learning English at the high school level.
3. There is no predictor of difficulties faced by students in Learning English at the high school level.

III. MATERIALS AND METHODS

Normative Survey Method has been used. By using Random Sampling Technique 200 high school student selected from Cuddalore district and used as subjects of this study. **English Learning Difficulty scale (2017)** constructed and standardized by the researchers was used to collect the data from respondents. The Scale comprises of seven sub scales viz; Own nature, School Environment, Sub Coaching, Text book, Method of teaching, Psychological aspects and school administration. Pearson correlation technique and stepwise regression is used to test the hypothesis. The validity and reliability of the scale is **.66** and **.81** respectively.

IV. ANALYSIS AND INTERPRETATION

The collected data were analysed with SPSS IBM19 and results were interpreted as below.

S.No	English Learning Difficulty	Score	Percentage
1	Low	61-122	0.5
2	Moderate	123-183	19
3	High	184-285	80.5

The above table shows that **80.5%** of high school student's **English Learning Difficulty is high**.

Variable	Mean	N	Std. Deviation
English Learning Difficulty	197.88	200	19.09

The above table shows the mean score and standard deviation of English Learning Difficulty of high school students. It is found to be 197.88 and 19.09 respectively and concluded that the student's English Learning Difficulty is **high**.

S.No:	Variables	Mean	SD	t/f value	Result	
1	Age	13-14	198.72	17.18	0.92	NS
		15-16	196.06	22.75		
2	Gender	Male	200.19	21.02	1.82	NS
		Female	195.29	16.38		
3	Locality	Rural	199.55	19.45	2.83	NS
		Urban	189.45	14.72		
4	No of family members	below 4	191.33	17.37	-2.58	NS
		above 4	199.68	19.20		
5	Type of management	Government	196.71	21.23	2.20	NS
		Aided	199.06	14.81		
6	Mother's education	Illiterate	194.51	19.84	3.52	S
		Literate	201.32	17.68		
		Graduate	208.00	22.63		
7	Father's education	Illiterate	201.75	17.81	2.54	NS
		Literate	196.41	20.06		
		Graduate	188.86	19.44		
8	Parent Occupation	Private	191.32	27.10	2.81	S
		Governmentt	193.65	16.23		
		Business	198.33	17.51		
		Cooli	200.99	16.98		
9	Parent Income	Below 5000	201.66	18.21	3.92	S
		5000-10000	195.60	21.38		
		11000-15000	188.75	19.09		
		16000-20000	192.43	12.79		
11	Class strength	Below 40	173.08	27.64	14.65	S
		Below 50	32.00	16.00		
		Below 60	155.00	77.50		

An independent sample *t*- test showed that the difference in score between different age group of the students is statistically **not significant**. The difference in score between male and female student is statistically **not significant**. The difference in score between rural and urban student is statistically **not significant**. The difference in score between family members with below 4 members and above 4 members is statistically **not significant**. The difference in score between students studying in different types of management is statistically **not significant**. The difference in score between illiterate, literate and graduate mother’s children is statistically **not significant**. The difference in score between illiterate, literate and graduate father’s children is statistically **not significant**. The difference in score between children with different parental occupation is statistically **not significant**. The difference in score between children with different income group is statistically **not significant**. The difference in score between children studying in different class strength is statistically **not significant**.

Table.4						
Stepwise Regression Between English Learning Difficulties And Other Variables						
Model	b	SE-b	Beta	Pearson r	Sr²	Structure Coefficient
(Constant)	161.99	7.77				
Class Strength*	11.02	2.06	.335	.335	0.112	0.699
Father’s Education*	-9.11	2.46	-.251	-.157	0.054	0.327
Mother’s Education*	8.62	2.57	.235	.186	0.045	0.388
Parental Occupation*	2.85	1.07	.172	.202	0.028	0.421
Note. The dependent variable English Learning Difficulties. R ² = 0.230, Adjusted R ² = 0.214. sr ² is squared semi-partial correlation. * p < .05						

The prediction model contained four of the ten predictors and was reached in sixth steps with 6 variables removed. The model was statistically significant, **F (4,195) = 14.581, p < .001, and accounted for approximately 23%** of the variance in English Learning Difficulties (R²= 0.230, Adjusted R²= 0.214). English Learning Difficulties is primarily predicted by the lower levels of Parental Occupation, Father’s Education, and Mother’s Education and to the lesser extent by the higher levels of Class Strength. 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. No-4. The Class Strength received the strongest weight in model followed by Parental Occupation, Father’s Education and Mother’s Education. Parental Occupation received the lowest weight of the four weights. 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: Parental Occupation, Father’s Education, Mother’s Education and Class Strength uniquely accounted for approximately 11%, 5%, 4%, and 2% of the English Learning Difficulties. Inspection of the structure coefficient suggests that, **the Parental Occupation was relatively strong indicators of English Learning Difficulties, and Father’s Education, Mother’s Education and Class Strength were a moderate indicator of English Learning Difficulties.**

V. Conclusion

Mother’s education, Parent Occupation, Parent Income and Class strength showed **significant relationship** with English learning difficulties of high school children. **The Parental Occupation** was relatively strong indicators of English Learning Difficulties, and **Father’s Education, Mother’s Education and Class Strength** were a moderate indicator of English Learning Difficulties. The parental occupation decides the quality of life of the family. That itself improves the English learning of the students. The educated parents also educate their children in a better way. Individual attention of the teacher in a class with fewer students also promotes the English learning of the students. So our education administration should follow international guidelines to adopt a system with moderate no of students to give **individual attention**. Individual difficulties should be identified and **remedial measures** should be implemented to reduce the Learning difficulties.

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