

RELATIONSHIP BETWEEN ENGLISH PHOBIA AND ACHIEVEMENT IN ENGLISH OF HIGH SCHOOL STUDENTS

Mrs. R. Madaselvi

Assistant Professor

Arulmigu Kalasalingam College of Education, Krishnankoil

J. Ramanathan

M.Ed. Scholar

Arulmigu Kalasalingam College of Education, Krishnankoil

Abstract

The title of the present study is "English Phobia and Achievement in English of high school students". The values present in all of us may be found to be different in terms of capacities and abilities in one's emotional handling. The aim of the present study was to investigate the English Phobia and Achievement in English of high school students. The research design was a survey method, which includes purposive sampling of 300 high school students in Virudhunagar district. The data were interpreted using statistical tools of percentage analysis, mean, standard deviation and 't' -test. The results show that there was a difference between male and female high school students in their English Phobia and achievement in English.

Keywords: *English Phobia, Achievement in English, high school students, Descriptive, Survey method and SPSS.*

Introduction

Harmonious development of students is the goal of education. The cognitive, affective and psychomotor development needs to be enhanced. The focus has been moved from cognitive development to non-cognitive and cognitive development. While previously there was an emphasis on general intelligence, with the development of English Phobia it is believed that the holistic development of an individual is the amalgamation of conventional intelligence and English Phobia. English Phobia is related to feelings and relationship. It is important than conventional intelligence. It is an affect and includes skills such as interpersonal and intrapersonal skills. Daniel Goleman popularised the word English Phobia which was coined by Mayer and Salovey. It is the ability to perceive our own and others' feelings and to use those perceptions to motivate ourselves and manage our own and others' emotions. At this moment there is a penchant to think about schools as living wholes that grow and develop and in which each of the on-screen characters, their practices and their knowledge intertwine and interconnect with the environment, this organic metaphor for organisations is embraced by those who endeavour to enhance the effectiveness of schools as learning environments. Among others, in their comparison of the nature of organic life forms, they emphasise inner correspondence and particularly the impact of the everyday transactions between the on- screen characters with reference to the resources of running the school. They argue that only a significantly more elevated level of collaboration between all on-screen characters can lead to the accomplishment of improved performance of the school. They also see the school as a place

where students can become familiar with something of their future social conduct from these exchanges. However they are reluctant to suggest the need for a more conscious approach to some skills regarding emotions in ourselves and in our relationships.

Significance of the Study

Language is integral to learning. Regardless of field, students learn new concepts largely through language that is when they listen to and talk, read and write about what they are learning and relate this to what they already know. English has become an international language used across the globe for a variety of reasons, including academic and professional. The current employment market calls for effective communication competence. Academic performance of any individual is dependent on communication of ideas and thoughts verbally and in writing. Although teaching is an effective communication is an interaction where information, ideas, knowledge, skills and emotions are passed on to each other with an intention to bring about a behavioural change with verbal, non-verbal or written language. In this regard, it is undeniable that effective teaching is the result of oral presentation of the content. Classroom oral communication is the key to teaching and learning. In today's world English, the world's lingua franca, is not only a medium of communication, but also is a medium of learning. Of course, oral communication in the target language can't be avoided. Teachers are change agents in classroom. The effectiveness of a teacher is related to his personal effectiveness, his technical know-how, his managerial ability etc. Kothari Commission (1964-68) in its report stressed that the teachers are playing a vital role in the education system. To do this, teachers must have effective English speaking skills. Thus they will be successful academically and professionally. Nowadays the teacher education courses provide quality education in imparting hard skills and soft skills to the students' teachers. Student teachers of any discipline must have to listen attentively, deliver good presentation and put forward their doubts clearly and logically to develop deep understanding. Students teachers are taught to think and behave in a certain way to make a successful communication as a learner and later as a teacher. Now-a-days, after spending about 15-20 years of education, many students often cannot effectively communicate what they need to communicate so if it is English language. They are not able to understand the language and are failed to respond. So it's necessary to measure the impact of English Phobia and English achievement of school students.

Objectives of the Study

1. To find the level of English Phobia and its sub-dimensions of high students.
2. To find out the level of attainment in English of high students.

Null Hypothesis

1. There is no significant difference in English Phobia and its sub dimensions of high school students in terms of gender
2. There is no significance difference in achievement of English of high students with respect to gender.

3. There is no correlation between English Phobia and achievement in English of high students.

Delimitations

1. The variable English Phobia and achievement in English is predictive for the study.
2. The high school students of Virudhunagar are only taken into account.
3. 300 high school students were taken.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The target population for the current study is high school students of Virudhunagar district.

Sample for the Study

The sample is 300 high and higher secondary school students from 10 schools in Virudhunagar district.

Tool

1. English Phobia scale developed and standardised by researcher and supervisor (2025).
2. English achievement is the marks obtained by the high school students in Virudhunagar district in the half yearly examination of English.

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of data

Objective: 1

To find out the level of English Phobia of high school students.

Table 1 English Phobia of High School Students

Low		Moderate		High	
Count	%	Count	%	Count	%
146	48.7	110	36.7	44	14.7

It is revealed from the above table that, 48.7% of high school students have low, 49.0% of them have moderate and 25.7% of them have high level of English Phobia.

Objective: 2

To find out the level of achievement in English of high school students.

Table 2 Achievement in English of High School Students

Low		Moderate		High	
Count	%	Count	%	Count	%
135	45.0	82	27.3	83	27.7

From the above table it is concluded that, 45.0% of the high school students. have low, 27.3% of them have moderate and 27.7% of them have high level of achievement in English of high school students.

Null Hypothesis: 1

English Phobia of male and female high school students is not significantly different.

Table 3 Difference between Male and Female High School Students in their English Phobia

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% level
Male	133	225.17	73.44	4.793	S
Female	167	217.61	83.65		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

As observed from the above table, the calculated 't' value (4.793) is more than the table value (1.96) for df 298 and at 5% level of significance. So, the null hypothesis is rejected. This indicates that there is a significant difference in the English Phobia of male and female high school students.

Null Hypothesis: 2

There is no difference in the English achievement between male and female high school.

Table 4 Difference between Male and Female High School in their Achievement in English

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	133	284.195	77.1842	3.458	S
Female	167	287.000	76.8116		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

From the above table, it can be understood that the calculated value of 't' (3.458) is higher than the table value (1.96) for df 298 and at 5% level of significance. So, the null hypothesis is rejected. This suggests that there is difference between male and female high school students in their achievement in English.

Null Hypothesis: 3

There is no significant correlation between English Phobia and English high school students' achievement.

Table 5 Significant Relationship between English Phobia and Achievement in English of High School Students

English Phobia		Achievement in English		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
36290.00	1316964100	25727.0	661878529	933632830	0.046	NS

(Table value of 'r' is 0.113, S - Significant)

The above table shows that the value of 'r' (0.046) is less than the table value (0.088) at 0.05 level of significance. Thus, null hypothesis is accepted. This indicates that there is no correlation between English Phobia and English performance of the high school students.

Major Findings

Descriptive Analysis

1. 48.7% of high school students have low, 49.0% of them have moderate and 25.7% of them have high level of English Phobia of high school students.
2. 45.0% of high school students have low, 27.3% of them have moderate and 27.7% of them have high level of achievement in English of high school students.

Inferential Analysis

1. There is a significant difference between male and female high school students in their English Phobia.
2. There is a significant difference between male and female high school in their achievement in English.
3. There is no significant relationship between English Phobia and Achievement in English of high school students.

Interpretation

1. The results of present study suggest that there is a difference between male and female high school students in their English Phobia. Female (125.17) are more better than male (117.61) high school students in their English Phobia. This may be because female have more interest, attention and motivation than male in their English Phobia.
2. There is a significant difference between male and female high school in their achievement in English. Female (87.00) are better than male (84.19) high school students in their achievement in English. The reason behind this is that female are more eager to learn and also take additional care and provide proper guidance for their learning.

Recommendations of the Study

1. The present study will serve as a lighthouses for educational planners, teachers, students, parents and guidance and counselling personnel to help underachieving students to achieve excellence in life as per their IQ by English Phobia training programme.

2. By improving the study habits and study attitudes of underachieving students, teachers can not only eradicate academic alienation among those students, but in consequence, can also increase academic achievement and lead to a successful future as demonstrated in the present study. In turn, they can contribute positively towards nation building.

Suggestions of the Study

The following are the suggestions for further research studies.

1. The study would be further extended by doing quantitative analysis of other types (path analysis, factor analysis etc.) which are extensions of regression analysis for the in-depth analysis of Achievement in English.
2. The study can be extended by using mixed approach, qualitative and quantitative methods to identify the other reasons for significant predictors in predicting the secondary students' achievement in English.

Conclusion

This study reveals that there is significant difference between male and female high school students in their English Phobia. Female high school students are better in their English Phobia than male in high school students. There is significant difference between rural and urban high school students in their English Phobia. Urban is better than rural in their English Phobia and also found that there is significant difference between nuclear and joint family high school students in their English Phobia. Students from joint family better than nuclear family in their English Phobia.

References

1. Azizi Yahaya, Noordin Yahaya, Yusof Boon, Shahrin Hashim, Goh Mo Lee. (2012). The Impact of English Phobia Element on Achievement in English, Archives Des Sciences, 65(4).
2. Booth, C., & K.C. Williams. (1998). Research partners: A new look at faculty and classroom teachers. *Journal of Early Childhood Teacher Education* 19 (3): 285– 92.
3. Chandana Jayawardena L. N. A and Ishanthi Jayawardena L.N.A. (2012). Assessing The English Phobia Of Sri Lankan High School Students: A Case Study, Management, Knowledge and Learning International Conference 2012
4. Damodharan, G & Ganesan, P (2018) .English Phobia Of Xi Standard Students With Respect To Certain Selected Variables. *Indian Journal of Research*, 7(12), 55-57.
5. Dhiman, O.P. (2007). *Foundation of education*. Meerut: Lall Book Depot, p. 2007:19.
6. Ferdows Falatoni, Gholam Hossein Maktabi, Mahnaz mehrabizadeh Honarmand, Sirius Aali Pour Birgani and Zekrollah Morovati (2012) The Relationship between Alexithymia and English Phobia with Social Adjustment in female Secondary School Students. *Journal of Life Science and Biomedicine* 2(5), 239- 242.
7. Fida, Asfandyar; Ghaffar, Abdul; Zaman, Amir; Satti, Asif Niwaz (2018) conducted a study on Gender Comparison of English Phobia of University Students. *Journal of Education and Educational Development*, 5(1), 172-188.

8. Goleman (1998). *Working with English Phobia*. New York: Bantam books.
9. Hima Bindu, Jayanthi, Vema Narayana Reddy (2021). Problem solving ability among 9 standard students in relation to their English Phobia and locality. *Global journal for research analysis*, 10(1), 72-74.
10. Jakir Hussain Laskar (2018). English Phobia of the B.Ed. teacher educators. *Indian journal of research*, 7(4), 25-26.