



Secondary Students' Perception Of Learning Difficulties In English In Cuttack District, Odisha

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Abstract

This study investigates secondary students' perceptions of learning difficulties in English in Odisha. English, as a global language, plays a vital role in India's education, yet many learners struggle with its mastery. Using a descriptive survey design, 80 Class IX students from four Odia-medium secondary schools (government and private) in Cuttack district were sampled through a combination of simple random, convenient, and purposive techniques. Data were collected using a validated 45-item Language Difficulty Perception Scale (reliability = 0.85). Findings reveal that most students consider English moderately difficult, with gender significantly influencing perceptions, while school type had no significant effect. The study highlights the need for inclusive and responsive pedagogical approaches to address students' learning difficulties and improve English language instruction. By centring learners' perspectives, the research contributes to both theory and practice in language education in Odisha.

Keywords: English Language, Secondary Students, Learning Difficulties, Perception, Odisha

Introduction

Education, as old as humanity itself, remains a powerful instrument for personal and societal development. In order to equip students with the knowledge, skills and critical thinking abilities required for both future employment and higher education, secondary education is essential (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). Language, a critical medium for communication and cultural transmission, enables individuals to express thoughts, beliefs, and knowledge. As defined in *Encyclopaedia Britannica* (1991), language is "a system of conventional,

spoken or written symbols by means of which human beings, as members of a social group and participants in its culture, communicate" (p. 581). English, widely recognized as a global lingua franca, occupies a central place in education, international communication, and governance. In India, English has evolved from a colonial imposition to a symbol of modernization and progress (Graddol, 2010). The National Policy on Education (1968, 1986, 1992) reinforced English's role as a second language, a policy still followed in states like Odisha where English is compulsory at the secondary level. Despite its importance, many Indian secondary students, particularly in Odisha, face challenges in learning English, influenced by cognitive, socio-economic, psychological, and systemic factors (Singh & Sharma, 2021; Kumar, Sharma, & Gupta, 2020). Learning difficulties manifest in various forms, including struggles with comprehension, speaking, reading, and writing. Language development is integral to intellectual growth. Vygotsky (1978) emphasized that language organizes thought and learning. English proficiency offers access to global knowledge, technology, and economic opportunities (Annamalai, 2005; Kim, 2019). In India, according to the 2011 Census, approximately 10.6% of the population speaks English, though only a small fraction as their first language (Shariff, 2021).

Macaulay's Minute (1835) and Wood's Dispatch (1854), which established English as a language of higher learning and administration, marked the beginning of English education in India during British rule. Post-independence, English remained an associate official language (1963) and was reinforced through the three-language formula in key policies like the NPEs (1968, 1986) and NCF (2005) (Annamalai, 2005; NCERT, 2005). The NEP 2020 promotes multilingualism while emphasizing English proficiency. Today, English represents aspirations for education, economic advancement, and global connectivity, supported by communicative and task-based teaching approaches (NCERT, 2005).

English language learning in India, particularly for secondary students, faces numerous challenges stemming from linguistic, cognitive, psychological, and socio-cultural factors (NEP 2020; Shelly Jain, 2022). Mother tongue interference leads to pronunciation errors and grammatical mistakes due to differences between English (SVO structure) and many Indian languages (SOV structure) (Ellis, 1997; Bansal, 2018). Students struggle with unfamiliar phonemes like /θ/ and /ð/, vast and evolving vocabulary, spelling inconsistencies, and idiomatic expressions (Crystal, 2003; Nation, 2001). English exposure outside of the classroom is limited particularly referencing in rural areas, cognitive overload from learning multiple languages, and traditional rote-based teaching methods worsen these difficulties (Agnihotri, 2007; Sweller, 2011). Psychological barriers like low confidence and language anxiety (Horwitz et al., 1986) further hinder fluency and active participation. Students' perceptions of these challenges highlight the urgent need for learner-centred, communicative teaching strategies that encourage real-life language use and foster inclusive, supportive environments (Lightbown & Spada, 2006; Gupta & Mehta, 2020). Addressing these difficulties is crucial for improving English proficiency and promoting equitable educational outcomes. The teaching of English in India, including Odisha, plays a crucial role across primary, secondary, and tertiary levels, introduced variously from Class III, V, or VIII depending on the state. At the secondary level, the goal is to develop students' communicative

competence, critical thinking, linguistic and cognitive abilities, preparing them for higher education and real-world demands. Influenced by pioneers like (Palmer, 1922) and (Walter, 1962), the focus is on building skills in listening, speaking, reading, and writing (SLRW), enhancing vocabulary, grammar, creativity, and independent expression. However, in Odisha, despite English being taught as a compulsory second language with a 100-mark system, challenges persist, such as poor teaching standards, lack of exposure, reliance on rote memorization, mother tongue interference, overcrowded classrooms, and limited resources. Most students, educated primarily in Odia, struggle with English proficiency despite scoring well in other subjects, often developing a fear of the language. Addressing these issues by balancing traditional grammar-based instruction with modern communicative approaches, promoting interest and interactive methods, and improving teacher training and infrastructure is essential for ensuring equitable, quality English education and preparing students for global opportunities. Understanding students' perceptions of learning difficulties in English is crucial for developing effective educational strategies. This study aims to explore secondary students' perception of challenges in learning English in Odisha, helping educators and policymakers create more inclusive and supportive learning environments.

Literature Review

The existing body of literature strongly highlights the importance of the current study, which aims to explore secondary students' perspectives on their difficulties in learning English, especially in the context of 21st-century learning demands. National and international studies (1988–2024) highlight secondary students' English learning challenges, including grammar, writing, vocabulary, listening, speaking, and reading. Socio-demographic factors, limited vocabulary, and poor grammar are key obstacles (Ponmozhi, 2024; Dasadia Chintan, 2017), emphasizing the need to shift from traditional teacher-centred instruction to engaging, student-focused, adaptable teaching approaches while others like Dawadi (2019) and Drbseh (2019) pointed to systemic issues such as unfair assessments, outdated teaching methods, mother tongue interference, and insufficient exposure to the language. Furthermore, students' perceptions of difficulty are closely linked to their classroom experiences, teacher effectiveness, and personal attitudes toward the language. Studies also highlight the impact of mother tongue interference, socio-economic status, and lack of learning support at home. While several interventions and reforms have been suggested in the literature, there remains a scarcity of research focusing specifically on how students themselves perceive and internalize these challenges. (e.g., Karanauskiene, 2015; Esma, 2004; Jaya, 1989) emphasized internal psychological barriers—like low self-esteem, lack of motivation, and poor listening habits—as more significant than external challenges. Learners often favored peer-based and interactive methods (Wa Ode, 2018) and showed improved outcomes through remedial programs and structured interventions, as demonstrated by Mane (2006), Kulkarni (2005), and Patil (2003). Technology and mobile learning were found to be effective alternatives to traditional methods, offering engaging and flexible options for language acquisition. Attitudinal factors also play a critical role. Ata (2015) showed how learners' motivation and perceptions influence performance in high-stakes tests like IELTS, while Won Gyoung

(2014) noted a disconnect between students' aspirations and actual academic achievements. Parmar & Barot (2013) and Reddy (2012) highlighted pedagogical gaps, especially in poetry teaching and overall methodology, underscoring the need for improved teacher training and awareness. Moreover, infrastructural and contextual factors significantly affect learning outcomes. Studies by Kapoor (1995) and Sinha (1999) linked achievement disparities to school resources, socio-economic status, and the use of audio-visual aids. Rao et al. (1988) and Gore (2008) emphasized the need for focused skill development and context-specific solutions.

Overall, these studies collectively advocate for a learner-centered, context-sensitive approach that integrates psychological support, pedagogical reform, technology use, and infrastructural improvements to enhance English language learning outcomes among secondary students.

Objective

The objectives of the study is as follows:

- a. To identify the perception regarding difficulties faced by secondary students (IX grade) in learning English
- b. To compare the difficulties faced by male & female students in learning English at secondary stage (IX grade).
- c. To compare the difficulties faced by government & private school students in learning English at secondary stage (IX grade).

Hypothesis of the Study

Ho1. There will be no significant difference between the perception of English language learning difficulties of boys and girls of std.-IX.

Ho2. There will be no significant difference between the perception of English language learning difficulties of government and private school students of std.-IX.

Data and Methodology

The present study aimed to explore students' perceptions of learning difficulties in English among Class IX students in Odisha. A descriptive survey method with quantitative data collection was used. The population included Odia medium students from government and private secondary schools. A sample of 80 students (20 each from four schools in Cuttack district) was selected. District selection was done using simple random sampling, while the convenient and purposive sampling technique was employed to ensure representation across key subgroups of the population i.e. types of Institution – Government and Private schools, Gender – Male and Female students based on willingness to participate. Within each school, students were randomly selected to ensure representation by school type and gender.

Data Collection and Analysis

A self-made tool was created especially for secondary school students to assess their learning difficulties in English, was used to gather data for the study. A Language difficulty perception scale (LDPS) was constructed by the investigator that was use as the tool for the present study. The tool development was the creation of a comprehensive perception scale comprising 45 items. These items were structured in the way that allows respondents indicate a varying degree of agreement and disagreement with these issues, which are designed on three point Likert scale, particularly YES, UPTO CERTAIN EXTENT and NO with each statement. The perception scale was designed to encompass a broad spectrum of perspectives and insights related secondary students' perception of learning difficulties in English language, carefully designed to cover various aspects that may contribute to difficulties in learning English. The items are grouped under the following six dimensions: Personal factors, teacher-related factors, Environment related factors, Factors relating to Listening, Speaking, Reading, and Writing skills.

The tool was rigorously validated by experts to ensure face validity before its reliability was determined using Cronbach's Alpha, which produced a coefficient of 0.85, showing high internal consistency, in order to guarantee its efficacy, that is high internal consistency.

After validation, the tool was administered to the selected sample of students.

Analysis

To evaluate the information and put the study's hypotheses to the test a combination of descriptive and inferential statistical techniques was employed. The study being quantitative in nature, and the data collected through numerical methods were most suitable for deriving meaningful conclusions.

Objectives Wise Analysis and Interpretation

Objective 1

To identify the perception regarding difficulties faced by secondary students (IX grade) in learning English.

Table I: Descriptive statistical representation of secondary students' perception towards learning difficulties in English are shown below (Insert Table I about here).

The descriptive statistics from 80 samples showed that secondary students' perception of learning difficulties in English ranges from 85 to 128, where as is the range 43 on 45 items 3-point response scale. The minimum possible score is 85 and maximum potential score would be 128. The mean score of the data $M=109$ is closely aligned with the median score which is 111, and SD 9.03.

Table II: Students' perception regarding difficulties in learning English (Insert Table II about here).

Fig 1: students' perception regarding difficulties in learning English (Insert Fig I about here).

Interpretation

The table II and Fig 1 represent data regarding, total secondary students' perception of learning difficulties in English language among a group of 80 students of secondary level. The perception of difficulty levels are categorized into three groups: High difficulty, Moderate difficulty and low difficulty. Here's the interpretation.

Majority of the students (55%) fall under the moderate difficulty category, indicating that more than half of the Grade IX students perceive English as somewhat challenging, but not extremely difficult.

28.75% of the students report low difficulty, suggesting that nearly one-third of the students are relatively comfortable with learning English.

Only 16.25% of students experience high difficulty, reflecting a smaller portion of students who perceive English as significantly challenging.

The analysis indicates that while a considerable number of students find English moderately difficult to learn, the number of students facing high difficulty is relatively low. This suggests that most secondary students are able to manage English learning with varying levels of ease, though there remain segments that requires additional support or intervention.

Table III: FREQUENCY PERCENTAGE as per students' perception (based on comfortness in English (Insert Fig I about here).

Fig 2: Frequency distribution percentage as per students' perception (based on comfortness in English)

Interpretation:

The table III and Fig 2 present data regarding, different determinants and dimensions associated with English learning. These dimensions serve as the base on foundation on which the perception of students regarding English learning are analysed. More the frequency percentage of students more is the comfortness or contentment of the student in that particular dimension.

Dimensions which include:

Personal Factors Females: 61.25%, Males: 65.62%

A majority of both female and male students reported no difficulty with personal factors like motivation, self-confidence, or study habits. however, Males feel slightly more at ease than females in this domain, possibly due to more self-assurance or independence in learning strategies, internal factors like motivation, confidence, anxiety management, study habits, attentiveness and interest for learning English in particular.

Environment-related-factors:Females:75.70%,Males:67.14%

This is the highest-rated determinant for both genders. A strong majority, especially females, do not face issues related to their learning environment like family support, peer atmosphere, or classroom setting,

better coping mechanisms in accordance to available resources. Suggests that the physical and social environment is generally supportive of English learning. But males face significant issues related with this factor.

Teacher related factors: Females: 70.55%, Males: 64.44%

Again, a majority of students particularly females did not report difficulties here. This includes things like teacher's communication style, supportiveness, and clarity in explanation, teacher not as a barrier, approachableness, teacher's helping & encouraging attitude. But indicates that teachers are seen as a major barrier in learning English for males.

Listening Related Factors: Females: 48.33%, Males: 40.33%

This is one of the lowest scoring determinants, especially among males. Suggests that many students face challenges in understanding spoken English, possibly due to speed, accent, idiomatic expressions, or vocabulary. Listening skills may need targeted intervention in both genders, especially males.

Speaking Related Factors: Females: 41.25%, Males: 40.33%

Speaking English is another major area of difficulty, especially for female students. Males appear slightly more confident, but the overall percentages are still low, indicating this is a key skill area to improve.

Reading Related Factors: Females: 63%, Males: 60%

Reading seems relatively less problematic, with both genders reporting a moderate to high level of ease. Suggests that students are fairly comfortable understanding written English, also while encountering unknown words, took adequate and proper pauses while reading. However its still an issue with male students.

Writing Related Factors: Females: 57.08%, Males: 61.66%

A moderate percentage of students report no difficulty in writing, though males are slightly more confident than females here.

Students face fewer difficulties with environment, teacher, and personal factors, showing strong support for English learning. Listening and speaking remain major challenges, with males struggling more in listening and females in speaking, while reading and writing pose moderate difficulties. Focused interventions in oral communication are needed.

Hypotheses Ho1: There will be no significant difference between the perception of English language learning difficulties of boys and girls of std.-IX.

Objective 2

To compare the difficulties faced by male & female students in learning English at secondary stage (IX grade).

Inferential statistics

Table IV: Test of Normality (Insert Fig IV about here).

Interpretation

As per table IV, The Shapiro-Wilk test was applied to examine the normality of the data. The result ($W = 0.991$, $p = 0.830$) indicated that the data was normally distributed, since all p-value is greater than 0.5, the data does not significantly deviate from normality. Thereby fulfilling the assumption required for conducting a parametric test, so t-test is valid.

Table V: Group Descriptives (Insert Table V about here).

Interpretation

As per table V, Descriptive statistics showed that Male students ($M = 107$, $SD = 9.92$) reported slightly higher levels of English language learning difficulties compared to their Female counterparts ($M = 111$, $SD = 7.57$). Although there was a visible difference in mean scores, the t-test was used to determine whether this difference was statistically significant.

Table VI: Homogeneity of Variances Tests (Insert Table VI about here).

Interpretation

As per table VI, to verify whether this difference was statistically significant, Levene's Test for Equality of Variances was conducted. The result ($F = 4.60$, $p = 0.035$) indicated a violation of the assumption of equal variances. Since $p < 0.05$, this means the assumption of equal variances is violated, which is why Welch's t-test should be used instead of Student's t-test.

Table VII: Independent Samples T-Test (Insert Table VII about here).

Interpretation

As per table VII, an independent samples t-test was conducted to compare the perception of English language learning difficulties between male and female students of Grade IX. Since the assumption of equal variances was violated, as indicated by Levene's Test ($F = 4.60$, $p = 0.035$), Welch's t-test was applied. The results of the Welch's t-test ($t = 2.17$, $df = 72.9$, $p = 0.034$), less than 0.05 revealed a statistically significant difference between the two groups at the 0.05 level.

Final Conclusion: There is a statistically significant difference between the means of the two groups. Normality is met, so using a t-test is appropriate. Equal variance is violated, so Welch's t-test was correctly used instead of the standard Student's t-test.

As the above results showed a statistically significant difference between the two groups at the 0.05 level. As male students experienced significantly greater difficulties in learning English compared to their female counterparts. Hence, the null hypothesis stating that there is no significant difference between the

perception of English language learning difficulties of males and females was rejected. This suggests that gender plays a role in how students perceive their difficulties in learning English at the secondary level.

Hypotheses Ho2. There will be no significant difference between the perception of English language learning difficulties of government and private school students of std.-IX.

Objective 3

To compare the difficulties faced by government & private school students in learning English at secondary stage (IX grade).

Inferential statistics

Table VIII: Test of Normality (Insert Table VIII about here).

Interpretation

As per table VIII, the normality of the data was first assessed using the Shapiro-Wilk test the Shapiro-Wilk statistic was 0.986 with a p-value of 0.522. Since the p-value is greater than 0.05, it indicates that the data is normally distributed. Therefore, the assumption of normality is satisfied, and parametric tests such as the independent samples t-test can be appropriately used to compare the two groups.

Table IX: Group Descriptives (Insert Table IX about here).

Interpretation

As presented in Table IX, students from private schools had a slightly higher mean score ($M = 110$, $SD = 8.57$) compared to their counterparts from government schools ($M = 108$, $SD = 9.41$). The median scores also reflect this pattern, with private school students scoring 112 and government school students scoring 110. These results suggest that, on average, private school students perceived slightly lower difficulties in learning English than government school students. However, the actual significance of this difference is determined through further inferential analysis using an independent samples t-test.

Table X: Homogeneity of Variances Tests (Insert Table X about here).

Interpretation

As shown in Table X, Levene's statistic was 0.414 with a p-value of 0.522. Since the p-value is greater than 0.05 (Since $p > 0.05$), it indicates that the assumption of equal variances holds true. This result is further supported by the variance ratio test, which also shows a non-significant result ($p = 0.562$). Therefore, the variances between the two groups can be considered equal, and the standard independent samples t-test assuming equal variances is appropriate for further analysis.

Table XI: Independent Samples T-Test (Insert Table XI about here).

Interpretation

As per table XI, t-value of -1.20 with 78 degrees of freedom and a p-value of 0.232. Since the p-value is greater than 0.05 (Since $p = 0.232$ (which is more than 0.05), this indicates that there is no statistically significant difference between the perception of English language learning difficulties of government and private school students. Therefore, the null hypothesis, which stated that there is no significant difference between the two groups, is retained.

Final Conclusion: the study compared the difficulties faced by government and private school students in learning English. Since the results show no discernible difference between the two groups, the null hypothesis which holds that there is no discernible difference between children attending government and private schools in their perceptions of learning challenges was upheld. These findings suggest that, the type of school (government vs. private) does not appear to have a statistically significant impact on students' perceptions of difficulty in learning English at the secondary stage.

Results and Findings

The study sought to explore the Secondary Students' perception of learning difficulties in English, basically in Odisha, along with comparisons based on gender, type of institution (government and private Odia medium schools) and associated determinants. The following are the main conclusions:

1. General Perception of Secondary students' Toward learning difficulties in English

Majority of the students (55%) fall under the moderate difficulty category, indicating that more than half of the Grade IX students perceive English as somewhat challenging, but not extremely difficult.

28.75% of the students report low difficulty, suggesting that nearly one-third of the students are relatively comfortable with learning English.

Only 16.25% of students experience high difficulty, reflecting a smaller portion of students who perceive English as significantly challenging.

The analysis indicates that while a considerable number of students find English moderately difficult to learn, the number of students facing high difficulty is relatively low. This suggests that most secondary students are able to manage English learning with varying levels of ease, though there remain segments that requires additional support or intervention.

2. Gender wise students' perception regarding difficulty in learning English

As per the above interpretations it can be clearly stated that, there is a significant difference between the perception of English language learning difficulties of Male and Female students at the secondary stage.

This suggests that gender plays a meaningful role, with one group experiencing more learning difficulties than the other.

Table XII: Gender wise students' perception regarding difficulty in learning English. (Insert Table XII about here).

Fig 3 : Gender wise students' perception regarding difficulty in learning English (Insert Fig 3 about here).

As per table XII and Fig 3, Supporting this result, the difficulty level distribution shows that 22.5% of male students experienced high difficulty, compared to only 10% of females. Additionally, 35% of female students reported low difficulty, while only 22.5% of males did. Both groups showed equal levels of moderate difficulty (55%). These findings suggest that female students generally face fewer difficulties in learning English than their male counterparts, aligning with the statistical outcome of the t-test.

Males perception of learning difficulties is higher than of Female students due to the determinants or dimensions showed in table 3 and fig 2. Generally showed more perception of difficulties primarily or majorly related to **environment, teacher related factors, listening, and reading** domains basically includes learning environment, classroom setting, classroom support, peer interaction, home setting, family support, better coping mechanisms in accordance to available resources, teacher's communication style, supportiveness, and clarity in explanation, teacher not as a barrier, approachableness, teacher's helping & encouraging attitude, perception of students in listening proficiency as a skill, understanding spoken English, taking part in listening activities in the classroom for English language, comprehend and manage speed, accent, idiomatic expressions, vocabulary, perception of students in reading proficiency as a skill, abilities to read, understand, and comfortable while reading English texts also while encountering unknown words, took adequate and proper pauses while reading and learning English in particular.

Out of **Personal, Environment, Teacher related, listening, speaking, reading and writing related factors** than female students.

3. Private & Government schools wise students' perception regarding difficulty in learning English

As per the above interpretations it can be clearly stated that, students in government and private odia medium schools do not perceive English language learning challenges significantly differently at the secondary level. This suggests that school type does not substantially impact students' perceived learning difficulties in English.

Table XIII: Private & Government schools wise students' perception regarding difficulty in learning English (Insert Table XIII about here).

Fig 4: Private & Government schools wise students' perception regarding difficulty in learning English (Insert Fig 4 about here).

However as per table 13 and fig 4, the percentage distribution across difficulty levels reveals subtle differences. A slightly higher percentage of government school students reported high difficulty (17.5%) compared to private school students (15%). Moreover, private school students reported a higher percentage of low difficulty (32.5%), while only 25% of government school students fell into this category. Despite these variations, the statistical test suggests that the overall differences are not significant, reinforcing that both school types students have comparable challenges perception in learning English at this stage.

Conclusion

The present research represent was a sincere effort to investigate and comprehend how the perceptions of secondary students in Odisha face learning difficulties in English. Through a quantitative design and the use of a structured perception scale and descriptive survey method, the study measured the perception across demographic variables as vary across gender and types of school (government and private). Recognizing English as a crucial language in the In the 21st century English is a vital language and an essential medium for academic and professional advancement, this study aimed to identify students' self-reported difficulties and analyze how these perceptions vary based on gender and type of school. Using a descriptive survey method and a structured three-point perception scale (LDPS), data were collected from 80 students across four secondary schools (both government and private Odia medium institutions) in the Cuttack district.

The study revealed that the majority of students perceive learning English as moderately difficult, indicating that while challenges exist, most learners can navigate the subject with some effort. A smaller proportion reported high difficulty, highlighting specific groups that require targeted support, while some students experienced low difficulty, reflecting diverse learning experiences. Gender differences were notable: male students reported greater challenges across domains such as teacher-related factors, learning environment, listening, and reading skills. Female students generally perceived fewer barriers, possibly due to better coping strategies or classroom engagement, emphasizing the need for gender-sensitive teaching approaches. In contrast, no significant differences were found between government and private school students, suggesting that English learning difficulties are widespread rather than institution-specific. Overall, the study achieved its aim of examining secondary students' perceptions of English learning challenges in Odisha's Odia-medium secondary schools. The findings underscore moderate challenges among most learners, with significant gender-based differences, and highlight the

importance of responsive, inclusive, and equity-focused teaching strategies. Addressing students' specific learning needs can enhance the effectiveness and fairness of English language instruction, contributing to broader educational quality and equity in Odisha.

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APPENDIX

Table I: Descriptive statistical representation of secondary students’ perception towards learning difficulties in English are shown below (Table contents here).

Total number of Students (N)	MEAN	RANGE	SD
80	109	85-128	9.03

Table II: students' perception regarding difficulties in learning English

DIFFICULTY LEVELS	TOTAL STUDENTS’ PERCENTAGE
Difficulty high	16.25%
Moderate difficulty	55%
Low difficulty	28.75%

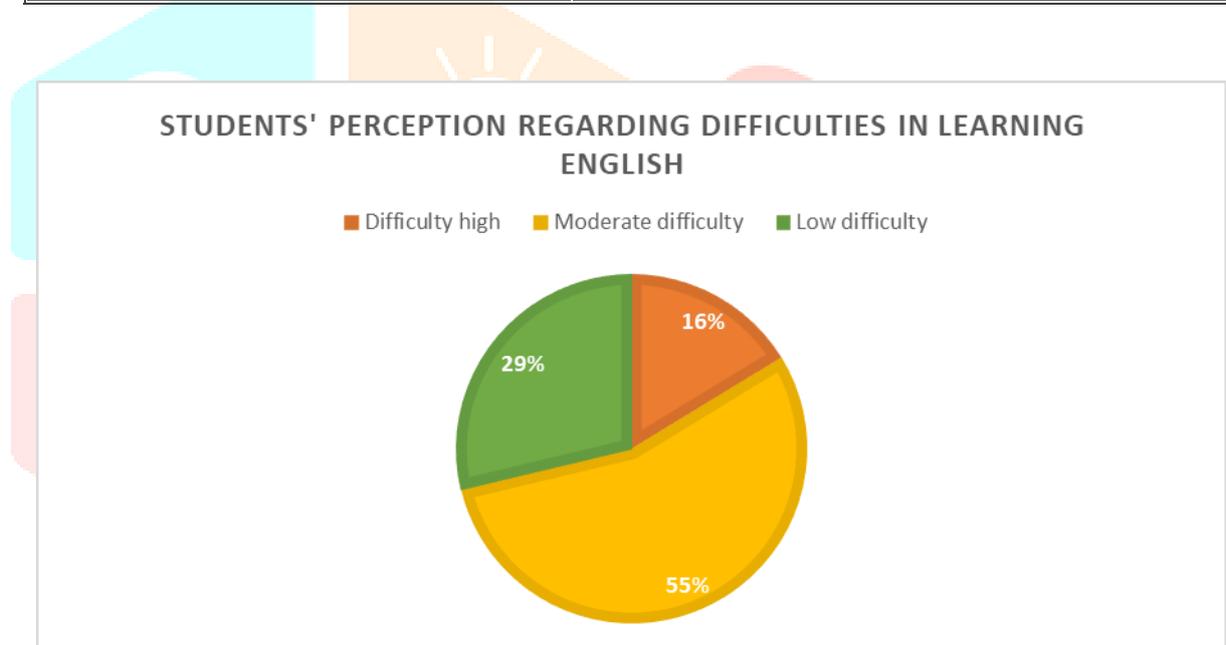


Fig 1: students' perception regarding difficulties in learning English

Table III: FREQUENCY PERCENTAGE as per students’ perception (based on comfortness in English)

DETERMINANTS	FREQUENCY PERCENTAGE(FEMALES)	FREQUENCY PERCENTAGE(MALES)
Personal factors	61.25%	65.62%
Environment Related Factors	75.70%	67.14%
Teacher Related Factors	70.55%	64.44%
Listening Related Factors	48.33%	40.33%
speaking Related Factors	41.25%	50.62%
Reading Related Factors	63%	60%
Writing Related Factors	57.08%	61.66%

Fig 2: Frequency distribution percentage as per students’ perception (based on comfortness in English)

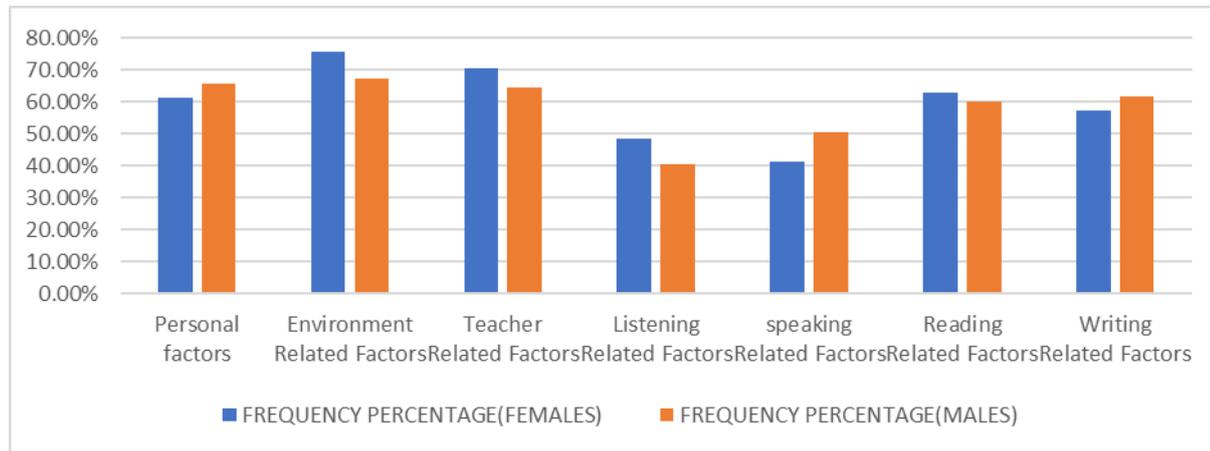


Table IV: Test of Normality

TOTAL		statistic	p
	Shapiro-wilk	0.991	0.830

Table V: Group Descriptives

	Group	N	Mean	Median	SD
TOTAL	Female	40	111	112	7.57
	Male	40	107	107	9.92

Table VI: Homogeneity of Variances Tests

		F	df	df2	p
TOTAL	Levene’s	4.60	1	78	0.035
	Variance ratio	0.583	39	39	0.096

Table VII: Independent Samples T-Test

TOTAL		statistics	df	p
	Welch’s t test	2.17	72.9	0.034

Table VIII: Test of Normality

TOTAL		statistic	p
	Shapiro-wilk	0.986	0.522

Table IX: Group Descriptives

	Group	N	Mean	Median	SD
TOTAL	Govt	40	108	110	9.41
	Private	40	110	112	8.57

Table X: Homogeneity of Variances Tests

		F	df	df2	p
TOTAL	Levene's	0.414	1	78	0.522
	Variance ratio	1.21	39	39	0.562

Table XI: Independent Samples T-Test

TOTAL		statistics	df	p
	Student's t test	-1.20	78.0	0.232

Table XII: Gender wise students' perception regarding difficulty in learning English.

DIFFICULTY LEVELS	MALE%	FEMALE %
Difficulty high	22.50%	10%
Moderate difficulty	55%	55%
Low difficulty	22.50%	35%

Fig 3 : Gender wise students' perception regarding difficulty in learning English

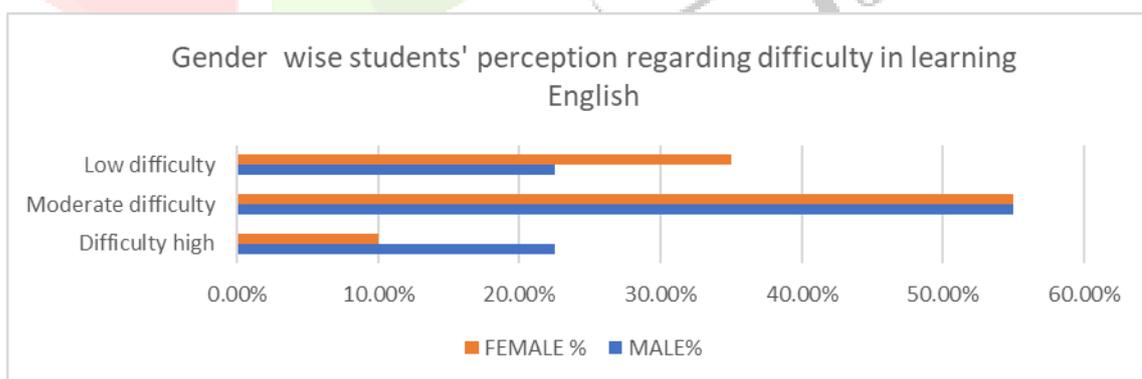


Table XIII: Private & Government schools wise students' perception regarding difficulty in learning English

DIFFICULTY LEVELS	GOVT STUDENT'S %	PRIVATE STUDENT'S %
Difficulty high	17.50%	15%
Moderate difficulty	57.50%	52.50%
Low difficulty	25%	32.50%

Fig 4: Private & Government schools wise students' perception regarding difficulty in learning English

