

A Study of Psychological Barriers and Their Influence on English Language Learning of College Students in India

Dr Preeti

*Assistant Professor, Dept. of English
Lovely Professional University, Punjab, India*

Abstract

The present study is an attempt to identify the psychological barriers and their influence on the English language learning of College Students at PAN India level. The author had suggested that to study the Demographic profile of the college students and the factors related to the psychological barriers faced by them. For this study, it had been seen that the author had applied the frequency analysis and for the factoring it had been applied the descriptive study by applying the mean score and after that suggesting the best parameters out of all it. The total sample size that had been collected by the author for this study is 100 and the sampling technique that had been applied into it is non probabilistic convenient sampling. Out of this study it had been seen that the maximum number of college students covered under this study are belongs to the male category having their parent's family business and falling into the high income group of more than Rs. 1,00,000 per month and the psychological barriers for learning the English for the college students are stress, fear of failure, family pressure, inferiority complex and ego problems among them.

Keywords: Psychological barriers, stress, fear of failure, family pressures, Ego, Inferiority complex

1. Introduction

1.1. Benefits of English Language

"A language curriculum has two objectives: attaining a fundamental skill, such as that gained through natural language learning, and developing language into a tool for complex reasoning and information acquisition, such as fluency." English is a representation of people's desire for better education and greater engagement in national and international affairs not only in India but across the globe (Malik, Humaira, Komari, Fathurochman & Jayanto, 2021). The current state of English stems from its overwhelming presence on the world stage and the reflection of this in the national sphere, its colonial origins now forgotten or irrelevant, its initial role in independence India, tailored to good grades now felt to be insufficiently inclusive socially and linguistically, the present incarnation of English stems from its increased number on the global stage and the perception of this in the nationwide sphere.

1.2. Indian Language Policy

India was a multilingual country even before the arrival of the British following the East India Company's time. After firmly establishing oneself in India's political condition as a result of their effective capitalist venture, Britishers began to exhibit an attention in the Indian education systems. They also believed that the English language would be a unifying factor in this multilingual country, so they determined that English would be the medium of education in all of India's regions. In 1835, Thomas Babington Macaulay published his renowned Memorandum on Indian Education, which scathingly criticized local culture and other cultures. He said that Western education was far better and that it could only be written in Schools at this time. As a result, there is need to build means to convey Western understanding in India's vernacular languages through English-language higher education - "a class of individuals, Indian in blood and colour, but English in taste, ideas, morality, and intellect."

Furthermore, Macaulay urged that the East India Corporation stop producing Arabic and Sanskrit books immediately, and also that the company not keep promoting conventional teaching (Kapoor and Gupta, 1994).

1.3. Barriers for Learning English Language

All that falls under the psychological obstacle in education blocks, controls, and, in the end, lessens the efficacy of training, education, and personal development. Barriers that students experience when attempting to solve educational challenges, eroding their learning activity performance and producing dissatisfaction with the educational system as a whole. This flaw obstructs the process of realizing cognitive and other requirements (Wulandari, Juddah & Sunubi, 2018). All of these might be viewed as psychological barriers to learning in the instructional experience. Some of the most commonly reported attitudinal issues include anglophobia, fear of social interactions, dishonour, fear of structuring phrases, sentences, and language, abrupt direct for verbalizing, gender difference on cognition, emotional hindrance, fear of failure, and toiling short term reminiscence. Anglophobia is a psychological aversion to the English language. Anglophobia is the fear of delivering a Speech. When others speak in English, they exhibit a lack of interest in listening.

2. Literature Review

Wulandari, W., et.al. (2018) stated that the goal of the study was to determine the impact of psychological barriers faced by students on their capacity to communicate. The quantitative descriptive approach was used in this study. The survey and the speech test have been used to collect data. The pupils in class VIII.4 for the 2016/2017 academic year served as the study's subjects. The kids had a medium degree of psychological obstacles, according to the data analysis. It was demonstrated by the questionnaire's average rating of 47. Furthermore, the pupils' capacity to communicate in English must be improved. The language exam had an average score of 45. t count = 1,21 > t table = 0,85 was discovered using a basic linear regression technique. As a

result, Ho was refused while Ha was admitted, indicating that the students' psychological barriers had a substantial impact on their speaking skills.

Farokhi Pour, S., et.al. (2018) analyzed that over the last few generations, research has revealed that worry and its debilitating repercussions have a negative impact on learning. Program evaluation and treatments present a framework for increasing student learning using mediators and assistance in the zone of proximal growth of mind, which has a strong theoretical base in Vygotskian theories of cognitive development and psychological treatment. The purpose of this study was to see whether we could utilise this plan to help students overcome fear and psychological barriers to speaking in English classrooms. Methods: To do this, the researcher used the foreign language classroom anxiety scale (FLCAS) and gave it to 250 first-year high school students in Qom, selecting 10 students with the best anxiety level as the intervention class ($n=10$). The study employed an experimental method, with pre-test (before dynamic intervention) and post-test (after dynamic intervention) anxiety ratings calculated for the intervention class. In addition, the group was given a speaking exam before and after the dynamic intervention to track learning. A paired t -test technique was used to assess the data. The intervention considerably reduced anxiety symptoms ($t(9) = 18.974$, $p = 0.000$) and enhanced speaking learning ($t(9) = -8.508$, $p = 0.000$), according to the research authors. Furthermore, treatment descriptions demonstrated how the intervention alleviated anxiety levels and led to learning internalization. In conclusion, the current study identified primary anxiety and depression and provided a quick, non-intrusive, and cost-effective strategy for treating anxiety. The conclusions have ramifications for psychologists, counsellors, instructors, and decision-makers in the fields of healthcare and education.

Sharmin, S. (2019) examined that the socio-psychological hurdles were crucial learning confront in courses when learning a language, in this instance English, are examined in this

research. It also investigates how these impediments are affecting the learning experience as a whole. Bangladesh is the setting for this study, and qualitative data was gathered through face-to-face and internet interviews. The researcher interviewed 21 adult students who are currently enrolled in foreign language learning classes to understand more about their experiences. Adult learners encounter five major hurdles, including fear of learning a new language, prior learning experience, classroom anxiety, seniority, and ambition, according to the interviews. The majority of existing literature focuses on how classroom management, teacher education, and effective teaching, among other things, can be barriers to learning, and while this study examines all of the socio psychological issues that adult learners face by analyzing real-life experiences of the participants.

Croft, A., et.al. (2015) found that women's involvement, achievement, and development in male-dominated, agentic roles have been the subject of social psychological research to better understand and mitigate the emotional barriers that prevent them from pursuing them. However, no research has looked into men's underreporting in traditionally female-dominated communal roles (e.g., careers in health care, early childhood education, and domestic roles including child care). In this article, we outline the benefits of increasing men's recognition in communal roles, review cultural, dynamic, and historical viewpoints on the imbalance in prestige delegated to men's and women's roles, and articulate the role of gender stereotypes in creating psychological and social barriers to men's interest and inclusion in collective roles. We contend that fostering equal chances for men and women necessitates a deeper understanding of the psychological obstacles that prevent males from participating in community responsibilities.

3. Research Methodology

3.1. Problem Statement

Psychological barriers are considered to be the one of the most common barriers that had been seen in the mindset of human as it is also considered to be the cognitive biases in the minds of the people. Students from the

vernacular medium may had the opinion that they are not comfortable for converting their portfolio into the English language as they are facing the different types of issues for the same. So in the past there were so many issues on which the researchers had been carried out but in this study the author had tried to attempt to identify the parameters of the Stress, Fear of Failure, Family Pressure, Inferior Complex and Ego.

3.2. Objectives of the Study

1. To study the demographic profiles of the students who are learning the English language
2. To analyze the factors of the psychological barriers to learn the English language
3. To find out the impact of psychological factors to learn the students for English language on their academic performance

3.3. Scope of the Study

The purpose of this study is to provide research instruments to evaluate the Psychological barriers among the students to learn the English language among the primary level students. The Psychological barriers can be bifurcated into the Stress, Fear of Failure, Family Pressure, Inferior Complex and Ego. The study also looks at the impact of these psychological factors of learning the English language among the students as a part of the barriers for their academic development (Hanumanthrao, 2011). In India, the students are not much aware and not comfortable to convert themselves from their vernacular language so under this study the author had tried to provide those factors which are hindering the growth of the students.

3.4. Needs and Importance of the Study

This study is basically focusing on the psychological factors of the students through which they are feeling themselves not comfortable to convert. So these study had basically pointed out all those factors which are directly or indirectly have the influence on the performance of the students and which are stopping them to move ahead in their career. Due to this particular reason, it will help the academicians and the faculty to come out from

the hurdles and to adopt the few things which are necessary for the development of the students (Kachru, 2006).

3.5. Sampling Techniques

For this study, total 100 samples that have been collected from India level to find out the major psychological barriers for the students to learn the English language as a part of their Upliftment of their career and future growth. The sampling techniques that have been

4. Data Analysis and Interpretation

Table 1 Demographic Profile of the Primary Students for English Language

Gender	Percentage	Occupation of Father	Percentage
Male	53.8	Salaried	33.4
Female	46.2	Businessman	35.8
		Professional	28.2
		Others	2.6
Location of Students		Age of Students	
North India	28.3	Less than 10 Years	24.3
South India	22.4	10 – 15 Years	43.1
East India	25.6	15 – 18 Years	32.6
West India	23.7		
Father's Income		Category	
Upto Rs. 25,000	14.3	General	36.1
Rs. 25,000 – Rs. 50,000	21.7	EWS	32.4
Rs. 50,001 – Rs. 1,00,000	30.1	SC	12.4
More than Rs. 1,00,000	33.9	ST	18.2
		OBC	0.9

(Sources: Research Result)

From the above table of the descriptive statistics regarding the demographic profile of the English learning students of the primary education, it can be concluded that the majority of the students are falling under the Male category i.e. 53.8%. Occupation of the father wise, majority of the student's father are doing the Business i.e. 35.8%. Residential location wise, the maximum number of students covered under this study are

collected from the students are belongs to the Non Probabilistic Convenient Sampling.

3.6. Limitations of the Study

- Only Students at the school level and that to vernacular medium students have been covered under this particular study.
- The questionnaire was created with the views of student's point of view to study the psychological factors as a part of the barriers for them to study.

from the North India side. Highest number of students are falling under the age group of 10 – 15 years of age i.e. 43.1%. Family income wise, the majority of the students are falling under the income group of More than Rs. 1,00,000 and caste category wise, the majority of the students are falling under the category of General i.e. 36.1% followed by the EWS i.e. 32.4%.

Table 2: Factors for the Psychological barriers faced by the English learners

Statements	Factor	Mean Score
To convert from Vernacular Medium to English medium is Exhaustive Task	Stress	3.20
I feel that I am unable to control myself at the time of learning English		3.54
I felt nervous while learning English language.		4.12
I felt irritated while learning English language.		3.63
I fail to understand the Instructions given in English.		3.25
I failed to enhance my learning while understanding the concept in English.	Fear of Failure	4.19
I need to take the help of my friends for understanding the concept		3.89
My parents have full expectation towards me that I will learn everything properly	Family Pressure	3.71
My parents feels that I will always have the better marks then earlier.		4.05
I always have the fear of my parent's anger		3.95
My writing skills is creative learning.	Inferior Complex	4.21
My writing and listening skills will help the students for autonomous learning		3.26
I feel that I am a good learner as compare to the others in my class	Ego	4.30
I feel that I have the good hold on the subject.		2.87

(Sources: Research Result)

From the above table it can be seen that the author had tried to find out the psychological barriers that had the significant impact on the performance of the English students. Out of this study it can be seen that the author had seen that the Stress, Fear of Failure, Family Pressure, Inferior Complex and Ego factors. For the factor of Stress, it can be seen that "I felt nervous while learning English language" i.e. 4.21. For the factor of Fear of Failure, it can be seen that

"I failed to enhance my learning while understanding the concept in English" i.e. 4.19. For the factor of Fear of Failure, it can be seen that "My parents feels that I will always have the better marks then earlier." i.e. 4.05. For the factor of Inferior Complex, it seems that "My writing skills is creative learning." i.e. 4.21 and for the factor of Ego, it can be seen that "My writing skills is creative learning." i.e. 4.30.

Table 3: Psychological barriers impact on English Learning of Students

Psychological Barriers	Chi Square Value	Sig. Value	Significant or Not
Stress	11.25	0.000**	Significant
Fear of Failure	10.36	0.000**	Significant
Family Pressure	2.364	0.103	Not Significant

Inferiority Complex	6.84	0.032**	Significant
Ego	0.69	0.571	Not Significant

(Sources: Research Result)

From the above table of the significant impact of the different psychological barriers that had been faced by the college students by learning in the English language for their academic performance, it had been noticed that the stress, Fear of Failure and Inferiority complex have the significant impact on the English learning of the students as their P value are 0.000, 0.000 and 0.032 which is less than 0.05 which is less than 0.05 while Family Failure and Ego are not having the significant impact on the English learning of the students as their significant values are 0.103 and 0.571 which is greater than 0.05 which means that there are no significant impact of these two psychological barriers on the English learning of the students.

5. Findings and Conclusion

Under this study the author had tried to find out the different psychological barriers that had been faced by the college students and at the same time how these psychological barriers have the impact on the performance of the students. It had been noticed that the author had identified the various kinds of psychological barriers for the college students in India to learn English language are stress, fear of failure, family pressure, inferiority complex and ego amongst them and out of these five psychological barriers, the author had found out that the stress, fear of failure and the inferiority complex have the significant impact on the performance of the college students.

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