

A STUDY TO INVESTIGATE THE ENGLISH LANGUAGE PROFICIENCY ON ACADEMIC PERFORMANCE OF IIYEAR NURSING STUDENTS

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Abstract: A descriptive study was conducted to investigate the English language Proficiency on academic Performance of II-year Nursing students of the year 20212022 at VMCON, Puducherry. A total of 104 students were selected by purposive Sampling technique. The data was collected through demographic Variable, the listening and speaking skills was assessed by likert rating scale. Data were analyzed through descriptive and inferential statistics. The result showed that 25% had moderate English-speaking skills and 2 % had good listening skills among II-year nursing student. The students had secured below 50% of score in their higher secondary examination. The demographic variable had not shown significant association with listening and English-speaking skills among II year nursing students.

Key words: Nursing students, Listening skill, English speaking skills, likert rating scale.

1. INTRODUCTION:

In Tamil there is an awesome quote "*Thirai Kadal Oodiyum Dhiraviyam Thedu.*"

- Avvai

Which means "seek your fortune even by venturing overseas?"

Wherever we go, we need to communicate with people, to share our ideas and to receive theirs's. English, being a common language throughout on the world, provides such a platform for everyone to share ideas and to prove themselves. Being crowned as international language, English language helps to share any information accurately, appropriately and as intended to any person from at any corner of the world. [1]

English proficiency stands as a key factor for opening doors to economic and employment opportunities. The language allows people from various professions to enhance their professional image in their own country and in abroad. One such profession is Health profession. Health professionals play a pivotal part in promoting healthcare, preventing diseases and rendering health services to the society. Since there is greater demand for health professionals all over the world, they need to equip themselves with good communication, thereby they could render efficient service in any corner of the world. The English language proficiency has a great role in the enhancement of one's personal and professional life. [2]

It is predominant for any professional to comprehend the need of their consumers to satisfy them. Whereas the nursing professionals, who are multi taskers in the health care system, have to comprehend their patient's pains and reciprocate them with compassionate words, which is highly essential to build hope in them and to soothe their physical and mental pains. So it is foremost for any health professional to gain fluency in the language. [3]

Importance of language skills

Good command of the English language is sure to make a difference in one's job prospects. Good language skills help in building long-lasting connections, personally as well as professionally. [4]

Listening skill

Listening is receiving and interpreting messages effectively. If we are poor in the skill, messages may be misinterpreted and the sender will get frustrated. Listening is being conscious with both verbal and non-verbal cues, to perceive both the spoken and unspoken words. [5]

Speaking skill

The skill helps to express our ideas and feelings. It helps in the well-rounded growth of an individual. [6]

Reading skill and Writing skill

To read the medical references of the patients, to update the medical records of patients, and to record interactions with the doctors the skills of reading and writing are highly effective. [7]

Language proficiency and academic performance:

Institutions are places, from where students are inculcated with life skills. How far they are successful in the area of their learning is measured with grades and marks. Further we have to scrutinize the factors that stand on their way of learning and to identify factors that are helpful to raise their level of academic performance. [8]

Further it is necessary to confirm whether it is essential to concentrate more in promoting language skill as we do with the core subjects in the curriculum designed. [8]

Need for the study:

Academic performance of a nursing professional can't be confined with the numerical scores or grades. It includes few other professional skills that need to be promoted. Nursing is not merely to give physical care; it is also meant to boost the mental health of the suffering patients. A Nurse has to be more communicative to express her empathy and care. She should be eloquent enough to comfort and to be a trustworthy care taker. Fluent articulation is essential to share the physical and mental sufferings of the patients with other health professionals in the team. [9]

English being the language of international communication, it is inevitable to facilitate quality care. The study is undertaken to examine and expose the influence, the English language has on the academic performance of nursing study. [10]

Statement of the problem:

A study to investigate the English language proficiency on academic performance of II-year Nursing students of the year 2020- 2021 at VMCON Puducherry.

Objectives:

- To investigate the English language proficiency on academic performance of II-year nursing students.
- To correlate academic performance with language proficiency.
- To associate, the level of language proficiency with selected demographic variables.
- To associate language proficiency and academic performance with selected demographic variables

2. REVIEW OF LITERATURE

Budi Waluyo & Benjamin Panmei (2021) conducted a study to assess the relationship between English proficiency and academic achievement to build up the concern of the academic success of international students studying in English speaking countries. About 2,150 students studying six different English courses from various academic majors were analyzed. The results revealed significant correlations and strong predictive powers of student's grades in English courses on their GPA's across a year of study and proficiency. Therefore, the findings of this study suggest that improving students' English proficiency would lead them to obtaining better academic achievement. [11]

Hisham A' Maddah (2019) investigated a Hypothetical study aimed to evaluate the impact of English Proficiency and Bilingual Instructions on student performance in International Universities among 40 students and 10 faculty staff with the research instruments included both evaluation tests and questionnaire surveys. Data were analyzed through a scaled score system were 0 refers to the lowest and 10 refers to the highest. Analyzed hypothetical results determined that the performance of international students was much better for students who had good English proficiency and taught in bilingual-instruction classes. [12]

Laura Catherine Grisso (2018) was conducted quantitative correlational research study on the Relationship between English language proficiency and Academic Achievements in English language learners. The sample were 50 students from college. The study to find out the performance of English language learner students through the Oklahoma Core Curriculum Test (OCCT). The OCCT to assesses student performance on third Grade reading content and the

English language proficiency levels in speaking, listening, reading, and writing. The students revealed that the relationship in student performance on the assessments was influenced by the number of years in which the student had been receiving English language development services. The participants in the study were third grade English language learner students enrolled in a large school district in Oklahoma. [13]

3. MATERIALS AND METHODS:

The research approach and design selected for this study was quantitative approach and non-Experimental, correlational research design respectively. The study setting was Diploma in Nursing II Year classroom & B.Sc. II Year classroom at VMCON in Puducherry. The sample size was 104 II year Nursing students of the year 2020-2021, Purposive sampling Technique was used for sample selection. The data collection was conducted for the period of 1 week. The writing and reading skills of the samples will be assessed by allowing the students to read a passage and put up in writing the answers to the questions taken from the passage. Then their answers will be evaluated to assess their writing and reading skills. The skills of listening and speaking will be assessed by making the samples to listen some interesting stories and narrate the same. The skills will be assessed in a five point, self-structured, Likert rating scale with the options poor, fair, good, excellent and exceptional bearing the values 1, 2, 3, 4 and 5 respectively. These values will be summed up and scores will be created for each sample and then the score will be correlated with the I year university academic scores, for the samples from B.Sc (N) II year Student or it will be correlated with the I year board exam marks for the samples from Diploma in Nursing II year student.

3.1 DATA ANALYSIS:

Data analysis was carried out based on the objectives of the study by using descriptive and inferential statistics. To compute the data, a master coding sheet was prepared by the investigator. Demographic perform would be analyzed by using coding and scoring key. To identify the factors which are more influencing the students towards their speaking and reading skills, the collected data was statistically analyzed.

4. RESULT:

Table 4.1.1: Frequency and percentagewise distribution of demographic variables of the samples. (Gender, Educational qualification of parents, Student's medium of education at school)

N = 104

| Demographic Variables | No. | % |
|--|-----|------|
| Gender | | |
| Male | 14 | 13.5 |
| Female | 94 | 86.5 |
| Educational qualification of parents | | |
| Literate | 54 | 51.9 |
| Illiterate | 50 | 48.1 |
| Student's medium of education at school | | |
| English | 84 | 80.8 |
| Tamil | 20 | 19.2 |
| Locality | | |
| Rural | 32 | 30.7 |
| Urban | 50 | 48.1 |
| Semi – Urban | 22 | 21.2 |
| Higher secondary Examination scores | | |
| Below 50% | - | - |
| 51 – 60% | 46 | 44.2 |
| 61 – 70% | 29 | 27.9 |
| 71% and above | 29 | 27.9 |

The table 4.1.1 shows that,

With regard to gender of the samples, 94 out of 104(86.5%) were female and only 14 samples were male. Regarding the literacy level of parents, 54 out of 104 that is (51.9%) of the parents were literates and 50 that is (48.1%) were illiterates. Concerning the medium of Education of the samples 84 out of 104, (80.8%) were from English medium and only 20 samples, that is 19.2% were from Tamil medium. With regard to their residential area 50 out of 104 (48.1%) were residing in urban places, 22 samples were from semi urban areas and 32 samples that is (30.7) were from rural

areas. In regard to the higher secondary examination scores, 46 out of 104 (44.2%) had secured between 51- 60%, 29 out of 104 (27.9%) had secured between 61- 70%, 29 out of 104 (27.9%) had secured above 71 marks. No one in the sample group secured below 50% in their higher secondary examination.

Table 4.2.1: Frequency and percentage distribution of reading and writing skills among II Year Nursing Students of B.Sc and diploma in general nursing and mid wifery.

N = 104

| Level of Knowledge | No. | % |
|----------------------|-----|-------|
| Poor ($\leq 50\%$) | 0 | 0 |
| Moderate (51 – 75%) | 15 | 14.42 |
| Good ($>75\%$) | 89 | 85.58 |

The above table 4.2.1 shows that, 89 samples (85.58%) were good in reading and writing skills and 15(14.42%) were moderate in the skills.

Table 4.2.2: Frequency and percentage distribution of English-speaking skills among II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

N = 104

| Level of Speaking Skills | No. | % |
|--------------------------|-----|-------|
| Poor ($\leq 50\%$) | 79 | 75.96 |
| Moderate (51 – 75%) | 25 | 24.04 |
| Good ($>75\%$) | 0 | 0 |

The above 4.2.2 table shows that, 79(75.96%) had poor English speaking skills and 25(24.04%) had moderate English speaking skills among II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

Table 4.2.3: Frequency and percentage distribution of Listening skills among II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

N = 104

| Level of Listening Skills | No. | % |
|---------------------------|-----|-------|
| Poor ($\leq 50\%$) | 4 | 3.85 |
| Moderate (51 – 75%) | 98 | 94.23 |
| Good ($>75\%$) | 2 | 1.92 |

The above table 4.2.3 shows that, 98(94.23%) had moderate listening skill, 4(3.85%) had poor listening skill and 2(1.92%) had good listening skill among II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

Table 4.2.4: Assessment of Reading and writing skills, English speaking skills and listening skills among II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

N = 104

| Variables | Reading and writing skills | English Speaking Skills | Listening Skills | Academic Performance |
|---------------|----------------------------|-------------------------|------------------|----------------------|
| Minimum score | 7.0 | 21.0 | 23.0 | 300.0 |
| Maximum score | 9.0 | 28.0 | 39.0 | 504.50 |
| Mean | 8.09 | 24.59 | 31.33 | 500.97 |
| S.D | 0.62 | 1.33 | 2.79 | 65.84 |

The above table 4.2.4 depicts that the mean score of Reading and writing skills was 8.09 ± 0.62 with minimum score of 7.0 and maximum score of 9.0.

The above table 4.2.4 further depicts that the mean score of English-speaking skills was 24.59 ± 1.33 with minimum score of 21.0 and maximum score of 28.0.

The above table 4.2.4 also shows that the mean score of Listening skills was 31.33 ± 2.79 with minimum score of 23.0 and maximum score of 39.0.

The above table 4.2.5 shows that the mean score of academic performance was 500.97 ± 65.84 with minimum score of 300.0 and maximum score of 504.50.

Table 4.2.5 Correlation between academic performance and Reading, writing, speaking and listening skills of English language among II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

N = 104

| Variables | Mean | S.D | Karl Pearson's Correlation value |
|----------------------------|--------|-------|----------------------------------|
| Academic Performance | 500.97 | 65.84 | r = -0.076 p=0.441, N.S |
| Reading and writing skills | 8.09 | 0.62 | |
| Academic Performance | 500.97 | 65.84 | r = 0.114 p=0.250, N.S |
| English speaking skills | 24.59 | 1.33 | |
| Academic Performance | 500.97 | 65.84 | r = 0.042 p=0.671, N.S |
| Listening skills | 31.33 | 2.79 | |

N.S – Not Significant

The table 4.2.5 depicts that, the Karl Pearson Correlation 'r' value of $r = -0.076$ between the academic performance and Reading and writing skills shows a negative correlation. The Karl Pearson Correlation 'r' value of $r = 0.114$ between the academic performance and English-speaking skills shows a positive correlation which was not found to be statistically significant.

The Karl Pearson Correlation 'r' value of $r = 0.042$ between the academic performance and Listening skills shows a positive correlation which was not found to be statistically significant.

Table 4.3.1: Association of Reading and writing skills with the selected demographic variables of II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery

N = 104

| Demographic Variables | Poor | | Moderate | | Good | | Chi-Square Value |
|--|------|---|----------|------|------|------|---|
| | No. | % | No. | % | No. | % | |
| Gender | | | | | | | $\chi^2=0.643$ d.f=1 p = 0.423 N.S |
| Male | - | - | 3 | 2.9 | 11 | 10.6 | |
| Female | - | - | 12 | 11.5 | 78 | 75.0 | |
| Educational qualification of parents | | | | | | | $\chi^2=1.526$ d.f=1 p = 0.217 N.S |
| Literate | - | - | 10 | 9.6 | 44 | 42.3 | |
| Illiterate | - | - | 5 | 4.8 | 45 | 43.3 | |
| Student's medium of education at school | | | | | | | $\chi^2=0.392$ d.f=1 p = 0.531 N.S |
| English | - | - | 13 | 12.5 | 71 | 68.3 | |
| Tamil | - | - | 2 | 1.9 | 18 | 17.3 | |
| Residence | | | | | | | $\chi^2=4.583$ d.f=2 p = 0.101 N.S |
| Rural | - | - | 8 | 7.7 | 24 | 23.1 | |
| Urban | - | - | 4 | 3.8 | 46 | 44.2 | |
| Semi – Urban | - | - | 3 | 2.9 | 19 | 18.3 | |
| Higher secondary Examination scores | | | | | | | $\chi^2=1.403$ d.f=2 p = 0.496 N.S |
| Below 50% | - | - | - | - | - | - | |
| 51 – 60% | - | - | 5 | 4.8 | 41 | 39.4 | |
| 61 – 70% | - | - | 4 | 3.8 | 25 | 24.0 | |
| 71% and above | - | - | 6 | 5.8 | 23 | 22.1 | |

N.S – Not Significant

The table 4.3.1 shows that, none of the demographic variables had shown statistically significant association with Reading and writing skills among II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

Table 4.3.2: Association of English-speaking skills with the selected demographic variables of II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

N = 104

| Demographic Variables | Poor | | Moderate | | Good | | ChiSquare Value |
|--|------|------|----------|------|------|---|--|
| | No. | % | No. | % | No. | % | |
| Gender | | | | | | | $\chi^2=2.529$ d.f=1 p = 0.112 N.S |
| Male | 13 | 12.5 | 1 | 1.0 | - | - | |
| Female | 66 | 63.5 | 24 | 23.1 | - | - | |
| Educational qualification of parents | | | | | | | $\chi^2=0.828$ d.f=1 p = 0.363 N.S |
| Literate | 43 | 41.3 | 11 | 10.6 | - | - | |
| Illiterate | 36 | 34.6 | 14 | 13.5 | - | - | |
| Student's medium of education at school | | | | | | | $\chi^2=9.140$ d.f=1 p = 0.003 S** |
| English | 69 | 66.3 | 15 | 14.4 | - | - | |
| Tamil | 10 | 9.6 | 10 | 9.6 | - | - | |
| Residence | | | | | | | $\chi^2=4.587$ d.f=2 p = 0.101 N.S |
| Rural | 20 | 19.2 | 12 | 11.5 | - | - | |
| Urban | 41 | 39.4 | 9 | 8.7 | - | - | |
| Semi – Urban | 18 | 17.3 | 4 | 3.8 | - | - | |
| Higher secondary Examination scores | | | | | | | $\chi^2=4.205$ d.f=2 p = 0.122 N.S |
| Below 50% | - | - | - | - | - | - | |
| 51 – 60% | 33 | 31.7 | 13 | 12.5 | - | - | |
| 61 – 70% | 20 | 19.2 | 9 | 8.7 | - | - | |
| 71% and above | 26 | 25.0 | 3 | 2.9 | - | - | |

**p<0.01, S – Significant, N.S – Not Significant

The table 4.3.2 shows that the demographic variable, student's medium of education at school ($\chi^2=9.140$, p = **0.003**) with English speaking skills at p<0.01 level and the other demographic variables had not shown statistically significant association with English speaking skills among II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

Table 4.3.3: Association of Listening skills with the selected demographic variables of II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

N = 104

| Demographic Variables | Poor | | Moderate | | Good | | ChiSquare Value |
|---|------|-----|----------|------|------|-----|--|
| | No. | % | No. | % | No. | % | |
| Gender | | | | | | | $\chi^2=2.874$ d.f=2 p = 0.238 N.S |
| Male | 1 | 1.0 | 12 | 11.5 | 1 | 1.0 | |
| Female | 3 | 2.9 | 86 | 82.7 | 1 | 1.0 | |
| Educational qualification of parents | | | | | | | |

| | | | | | | | |
|--|---|-----|----|------|---|-----|--|
| Literate | 3 | 2.9 | 50 | 48.1 | 1 | 1.0 | $\chi^2=0.888$ d.f=2 p = 0.641 N.S |
| Illiterate | 1 | 1.0 | 48 | 46.2 | 1 | 1.0 | |
| Student's medium of education at school | | | | | | | $\chi^2=9.563$ d.f=2 p = 0.754 N.S |
| English | 3 | 2.9 | 79 | 76.0 | 2 | 1.9 | |
| Tamil | 1 | 1.1 | 19 | 18.3 | 0 | 0 | |
| Residence | | | | | | | $\chi^2=2.738$ d.f=4 p = 0.603 N.S |
| Rural | 2 | 1.9 | 30 | 28.8 | 0 | 0 | |
| Urban | 2 | 1.9 | 47 | 45.2 | 1 | 1.0 | |
| Semi – Urban | 0 | 0 | 21 | 20.2 | 1 | 1.0 | |
| Higher secondary Examination scores | | | | | | | $\chi^2=5.317$ d.f=4 p = 0.256 N.S |
| Below 50% | - | - | - | - | - | - | |
| 51 – 60% | 2 | 1.9 | 44 | 42.3 | 0 | 0 | |
| 61 – 70% | 1 | 1.0 | 26 | 25.0 | 2 | 1.9 | |
| 71% and above | 1 | 1.0 | 28 | 26.9 | 0 | 0 | |

N.S – Not Significant

The table 4.3.3 shows that, none of the demographic variables had shown statistically significant association with listening skills among II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

Table 4.3.4: Association of Academic performance with the selected demographic variables of II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

N = 104

| Demographic Variables | ≤Mean (500.97) | | >Mean (500.97) | | Chi-Square Value |
|--|----------------|------|----------------|------|---|
| | No. | % | No. | % | |
| Gender | | | | | $\chi^2=2.140$ d.f=1 p = 0.143 N.S |
| Male | 9 | 8.7 | 5 | 4.8 | |
| Female | 39 | 37.5 | 51 | 49.0 | |
| Educational qualification of parents | | | | | $\chi^2=0.001$ d.f=1 p = 0.976 N.S |
| Literate | 25 | 24.0 | 29 | 27.9 | |
| Illiterate | 23 | 22.1 | 27 | 26.0 | |
| Student's medium of education at school | | | | | $\chi^2=0.013$ d.f=1 p = 0.908 N.S |
| English | 39 | 37.5 | 45 | 43.3 | |
| Tamil | 9 | 8.7 | 11 | 10.6 | |
| Residence | | | | | |

| | | | | | |
|--|----|------|----|------|---|
| Rural | 16 | 15.4 | 16 | 15.4 | $\chi^2=1.576$ d.f=2 p = 0.455 N.S |
| Urban | 20 | 19.2 | 30 | 28.8 | |
| Semi – Urban | 12 | 11.5 | 10 | 9.6 | |
| Higher secondary Examination scores | | | | | |
| Below 50% | - | - | - | - | $\chi^2=6.789$ d.f=2 p = 0.034 S* |
| 51 – 60% | 16 | 15.4 | 30 | 28.8 | |
| 61 – 70% | 19 | 18.3 | 10 | 9.6 | |
| 71% and above | 13 | 12.5 | 16 | 15.4 | |

*p<0.05, S – Significant, N.S – Not Significant

The table 4.3.4 shows that, the demographic variable higher secondary examination scores ($\chi^2=6.789$, p = 0.034) had shown statistically significant association with level of academic performance at p<0.05 level and other demographic variables had not shown statistically significant association with academic performance among II Year Nursing Students of B.Sc. and diploma in general nursing and mid wifery.

5. RECOMMENDATIONS:

- The study can be done on a large sample for a more valid generalization.
- The study can be conducted to other language skills.

6. CONCLUSION:

The findings of the study were discussed in terms of its objectives and the study result obtained statistically showed The Karl Pearson Correlation ‘r’ value of r = -0.076 between the academic performance and reading and writing skills showed a negative correlation. The academic performance and English speaking and listening skills showed a positive correlation, which were not found to be statistically significant.

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