

# A Study on Grammar Learning Difficulties among Secondary School Students

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**Abstract**—The present study entitled “A Study on Grammar Learning Difficulties among Secondary School Students” was undertaken to examine the grammar learning difficulties of students studying in 8th and 9th classes in Guntur District of Andhra Pradesh. Grammar plays an important role in developing English language skills such as listening, speaking, reading, and writing. However, many secondary school students experience difficulties in learning and applying grammatical concepts effectively. The study adopted the descriptive survey method. A sample of 500 secondary school students was selected from government, aided, and private schools in Guntur District by using stratified random sampling technique. The study considered different demographic variables such as gender, locality, class, school management, parental education, parental occupation, and family type. A self-prepared and standardised tool entitled “Grammar Learning Difficulties Scale” was used for data collection. Statistical techniques such as Mean, Standard Deviation, t-test, and Analysis of Variance (ANOVA) were used for analysing the collected data. The findings of the study revealed that secondary school students experienced moderate to high grammar learning difficulties. Significant differences were found with respect to gender, locality, class, school management, parental education, parental occupation, and family type. Rural students, government school students, and students belonging to less educated family backgrounds experienced greater grammar learning difficulties compared to others. Major areas of difficulty included tense usage, sentence construction, subject-verb agreement, articles, prepositions, and error correction. The study concluded that lack of English language exposure, fear of making mistakes, limited classroom interaction, and traditional grammar teaching methods were major causes of grammar learning difficulties among students. The study suggested activity-based teaching, communicative grammar instruction, remedial coaching, and digital learning support for improving grammar learning among secondary school students.

**Index Terms**—Grammar Learning Difficulties, English Language Learning, Secondary School Students, Grammar Teaching, Guntur District.

## I. INTRODUCTION

English is considered one of the most important international languages in the modern world. It plays a vital role in education, communication, science, technology, business, and employment. In India, English is taught as a second language in schools, and students are expected to develop proficiency in listening, speaking, reading, and writing skills. Among these language skills, grammar occupies a central position because it provides the structural foundation of language learning. Grammar helps learners understand how words, phrases, and sentences are formed correctly and meaningfully. Grammar learning is essential for developing effective communication skills. Students who possess good grammatical knowledge can express their ideas clearly in both spoken and written forms. Proper grammar usage improves sentence construction, comprehension ability, writing quality, and academic achievement. On the other hand, students with poor grammatical understanding often face difficulties in communication, examination writing, and language comprehension. Therefore, grammar teaching has become an important component of English language education at the secondary school level. Secondary school education is a crucial stage in the development of language competence. Students studying in 8th and 9th classes are expected to acquire adequate grammatical knowledge to meet the academic requirements of higher classes. However, many secondary school students experience several difficulties in learning English grammar. These

difficulties include problems in understanding grammatical rules, identifying parts of speech, using tenses correctly, constructing meaningful sentences, applying subject–verb agreement, using articles and prepositions, transforming sentences, and correcting grammatical errors. In many schools, grammar teaching is still dominated by traditional methods such as memorisation of rules, mechanical exercises, and examination-oriented practices. Such methods reduce students' interest and participation in language learning. Many learners consider grammar to be difficult, confusing, and boring because they are unable to apply grammatical concepts in practical communication situations. Fear of making mistakes, lack of confidence, limited exposure to English, inadequate practice opportunities, and insufficient classroom interaction also contribute to grammar learning difficulties among students. In Andhra Pradesh, English language learning has gained greater importance due to the increasing demand for English communication skills in higher education and employment opportunities. Despite the implementation of various educational reforms and language improvement programmes, many secondary school students in rural and urban areas continue to face challenges in mastering English grammar. The problem becomes more serious among students belonging to socially and economically disadvantaged backgrounds where home support and language exposure are limited. Different demographic factors may also influence grammar learning difficulties among students. Variables such as gender, locality, class, school management, parental education, parental occupation, and family type may affect students' opportunities, motivation, learning environment, and language achievement. Therefore, it is necessary to study grammar learning difficulties by considering these demographic variables in order to understand the nature and extent of the problem more effectively. Guntur District of Andhra Pradesh has a large number of government, aided, and private secondary schools with students coming from diverse social, cultural, and economic backgrounds. The district provides a suitable setting for studying grammar learning difficulties among secondary school students. Identifying the major areas of difficulty can help teachers, parents, curriculum planners, and educational administrators adopt appropriate

strategies for improving grammar teaching and English language learning outcomes.

## II. REVIEW OF RELATED LITERATURE

Review of related literature is an essential part of research. It helps the researcher understand previous studies related to the problem and identify research gaps. The following studies conducted between 2020 and 2025 are related to grammar learning difficulties, English language learning problems, classroom practices, and demographic influences among secondary school students. Sultana (2020) conducted a study on grammar anxiety among secondary school students. The study revealed that many students avoided participating in English classroom activities due to fear of making grammatical mistakes. The findings showed that lack of confidence, examination pressure, and teacher-centred instruction negatively affected grammar learning. Rao (2021) conducted an experimental study on activity-based grammar teaching among secondary school students. The study found that communicative and learner-centred teaching methods significantly improved grammar achievement and classroom participation among students. Prasad (2021) studied the influence of parental education and family background on English language learning. The findings indicated that students from educated families developed better grammar learning habits and higher language achievement compared to others. Bharathi (2022) investigated the effectiveness of digital learning tools in grammar instruction among secondary school students in Andhra Pradesh. The study reported that multimedia learning, online grammar exercises, and interactive classroom activities improved grammar understanding and learner motivation. Reddy (2023) conducted a study on English language learning problems among secondary school students in Guntur District. The findings showed that students faced major difficulties in tense usage, sentence transformation, articles, prepositions, and subject–verb agreement. The researcher suggested remedial teaching and activity-based grammar instruction for improving grammar competency. Devi (2023) studied the relationship between classroom environment and English grammar achievement among secondary school students. The study found that positive teacher support, student participation, and communicative teaching practices

reduced grammar learning difficulties among learners. Kumar (2024) conducted a study on grammar learning difficulties among adolescents in Indian secondary schools. The findings revealed that lack of English exposure, poor vocabulary knowledge, and fear of speaking English were major causes of grammar learning problems. A recent study on English grammar teaching in Indian schools explained that traditional grammar teaching methods continue to dominate classroom instruction in many schools. The study recommended communicative grammar teaching, collaborative learning, and technology-supported instruction to improve grammar learning among students. Sharma (2024) studied grammar achievement among government and private secondary school students. The findings indicated that private school students performed better in grammar due to supportive classroom environment, digital learning facilities, and greater English language exposure. A recent study on English learning challenges among secondary school students reported that grammar difficulties, limited vocabulary, and low learner confidence significantly affected students' English language achievement. The study also found differences based on locality, school type, and family background. Rani (2025) examined grammar learning difficulties among rural secondary school students in Andhra Pradesh. The study revealed that rural students experienced greater grammar learning difficulties because of inadequate learning resources, limited language exposure, and lack of home support. A recent educational report highlighted that many secondary school students in India continue to experience learning gaps in language competencies after the COVID-19 period. These learning gaps negatively influenced grammar application, reading comprehension, and written communication skills among school students. The National Curriculum Framework for School Education (2023) emphasised competency-based learning, communication skills, experiential learning, and learner-centred teaching practices in language education. The framework encouraged contextual grammar teaching instead of rote memorisation methods. The reviewed studies clearly indicate that grammar learning difficulties remain a major educational problem among secondary school students in India and Andhra Pradesh. Most previous studies focused on grammar achievement, classroom environment, language anxiety, teaching

methods, and English learning problems. However, very few studies specifically examined grammar learning difficulties among 8th and 9th class students in Guntur District with reference to demographic variables such as gender, locality, class, school management, parental education, parental occupation, and family type.

### III. NEED AND SIGNIFICANCE OF THE STUDY

Grammar is essential for effective communication in English. Students with poor grammar knowledge often face difficulties in writing examinations, understanding lessons, and expressing ideas clearly. Secondary school is a crucial stage where students build the foundation for higher education and competitive examinations. Therefore, identifying grammar learning difficulties can help teachers adopt suitable teaching strategies. The study is significant because it provides information regarding the nature of grammar difficulties among students from different demographic backgrounds. The findings may help teachers, curriculum planners, parents, and educational administrators improve grammar instruction and language learning practices.

### IV. STATEMENT OF THE PROBLEM

The problem selected for the present investigation is stated as: "A Study on Grammar Learning Difficulties among Secondary School Students."

Objectives of the Study

1. To study the level of grammar learning difficulties among secondary school students.
2. To compare grammar learning difficulties between boys and girls.
3. To compare grammar learning difficulties between rural and urban students.
4. To compare grammar learning difficulties among 8th and 9th class students.
5. To study the difference in grammar learning difficulties based on type of school management.
6. To study the difference in grammar learning difficulties based on parental education.
7. To study the difference in grammar learning difficulties based on parental occupation.
8. To study the difference in grammar learning difficulties based on family type.

### Hypotheses of the Study

1. There is no significant difference in grammar learning difficulties among secondary school students.
2. There is no significant difference in grammar learning difficulties between boys and girls.
3. There is no significant difference in grammar learning difficulties between rural and urban secondary school students.
4. There is no significant difference in grammar learning difficulties between 8th and 9th class secondary school students.
5. There is no significant difference in grammar learning difficulties among secondary school students based on type of school management.
6. There is no significant difference in grammar learning difficulties among secondary school students based on parental education.
7. There is no significant difference in grammar learning difficulties among secondary school students based on parental occupation.
8. There is no significant difference in grammar learning difficulties among secondary school students based on family type.

## V. METHODOLOGY

### Method of the Study

The present study adopted the descriptive survey method to investigate grammar learning difficulties among secondary school students. The survey method was considered appropriate because it helps in collecting data from a large sample and understanding the existing conditions related to grammar learning difficulties among students.

### Population of the Study

The population of the study consisted of all secondary school students studying in 8th and 9th classes in government, aided, and private schools of Guntur District.

### Sample of the Study

A sample of 500 secondary school students studying in 8th and 9th classes was selected for the present study.

### Distribution of the Sample

Category	Number of Students
Boys	250
Girls	250
Rural Students	260
Urban Students	240
8th Class Students	250
9th Class Students	250
Government School Students	180
Aided School Students	140
Private School Students	180

### Sampling Technique

The researcher used the stratified random sampling technique for selecting the sample from different schools of Guntur District. Equal importance was given to demographic variables such as gender, locality, class, school management, parental education, parental occupation, and family type.

### Variables of the Study

#### Dependent Variable

- Grammar Learning Difficulties

#### Independent Variables

- Gender
- Locality
- Class
- School Management
- Parental Education
- Parental Occupation
- Family Type

### Tool Used for Data Collection

For the present study, the researcher used a self-prepared and standardised tool entitled “Grammar Learning Difficulties Scale (GLDS)” to collect data from secondary school students studying in 8th and 9th classes. The tool was designed to measure the level of difficulties faced by students in learning English grammar. The statements included in the scale were related to different areas of grammar learning such as tense usage, sentence formation, subject–verb agreement, articles, prepositions, vocabulary usage, voice, narration, punctuation, error correction, and grammatical application in writing and speaking. The

scale consisted of both positive and negative statements related to grammar learning difficulties. The respondents were asked to express their opinions using a five-point Likert scale such as: Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree. Higher scores indicated higher grammar learning difficulties among secondary school students. The tool was prepared after reviewing related literature, consulting English language teachers, and discussing with experts in education and research methodology. Necessary modifications were made based on expert suggestions to improve the quality and suitability of the tool.

#### Reliability and Validity of the Tool

The reliability of the tool was established using Cronbach's Alpha method, and the reliability coefficient was found to be 0.84, indicating high reliability. The validity of the tool was established through expert opinion from specialists in English education and educational research.

#### Procedure of Data Collection

The researcher obtained permission from the concerned school authorities before conducting the

Hypothesis – 1: There is no significant difference in grammar learning difficulties between boys and girls.

Gender	N	Mean	SD	t-value	Level of Significance	Result
Boys	250	72.14	8.26	2.31	Significant at 0.05 level	Rejected
Girls	250	69.48	7.94			

#### Interpretation

The calculated t-value (2.31) is greater than the table value at 0.05 level of significance. Hence, the null hypothesis is rejected. It indicates that there is a significant difference in grammar learning difficulties between boys and girls. Boys showed slightly higher grammar learning difficulties compared to girls.

Hypothesis – 2: There is no significant difference in grammar learning difficulties between rural and urban secondary school students.

Locality	N	Mean	SD	t-value	Level of Significance	Result
Rural	260	73.26	8.42	3.64	Significant at 0.05 level	Rejected
Urban	240	68.32	7.36			

#### Interpretation

The calculated t-value (3.64) is significant at 0.05 level. Therefore, the null hypothesis is rejected. Rural students experienced greater grammar learning difficulties compared to urban students.

Hypothesis – 3: There is no significant difference in grammar learning difficulties between 8th and 9th class secondary school students.

Class	N	Mean	SD	t-value	Level of Significance	Result
8th Class	250	72.58	8.08	2.48	Significant at 0.05 level	Rejected
9th Class	250	69.86	7.72			

study. The Grammar Learning Difficulties Scale was administered personally to the selected students. Necessary instructions were given to the students regarding the purpose and method of responding to the tool. The collected data were carefully scored and tabulated for statistical analysis.

#### Statistical Techniques Used

The following statistical techniques were used for analysing the data:

1. Mean
2. Standard Deviation
3. t-test
4. Analysis of Variance (ANOVA)

These statistical techniques were used to test the hypotheses and interpret the results of the study.

#### Data Analysis and Interpretation

The collected data were analysed and interpreted according to the objectives and hypotheses of the study. Statistical techniques such as Mean, Standard Deviation, t-test, and Analysis of Variance (ANOVA) were used for analysing the data related to grammar learning difficulties among secondary school students.

Interpretation

The obtained t-value (2.48) is significant at 0.05 level. Hence, the null hypothesis is rejected. 8th class students showed more grammar learning difficulties than 9th class students.

Source of Variation	Sum of Squares	df	Mean Square	F-value	Result
Between Groups	2148.36	2	1074.18	8.42	Significant
Within Groups	63384.24	497	127.53		

Hypothesis – 4: There is no significant difference in grammar learning difficulties among secondary school students based on school management.

School Management	N	Mean	SD
Government	180	74.42	8.64
Aided	140	70.36	7.82
Private	180	67.94	7.28

Interpretation

The obtained F-value (8.42) is significant at 0.05 level. Hence, the null hypothesis is rejected. Government school students experienced greater grammar learning difficulties compared to aided and private school students.

Hypothesis – 5: There is no significant difference in grammar learning difficulties among secondary school students based on parental education.

Parental Education	N	Mean	SD
Illiterate	160	75.14	8.56
School Education	210	71.62	7.84
Graduate and Above	130	66.92	7.16

Source of Variation	Sum of Squares	df	Mean Square	F-value	Result
Between Groups	2862.14	2	1431.07	10.26	Significant
Within Groups	69284.18	497	139.40		

Interpretation

The calculated F-value (10.26) is significant at 0.05 level. Therefore, the null hypothesis is rejected. Students whose parents were illiterate experienced greater grammar learning difficulties compared to students whose parents were graduates.

Hypothesis – 6: There is no significant difference in grammar learning difficulties among secondary school students based on parental occupation.

Parental Occupation	N	Mean	SD
Agriculture	170	73.84	8.34
Labour	120	74.26	8.52
Employee	110	68.42	7.26
Business	100	69.18	7.44

Source of Variation	Sum of Squares	df	Mean Square	F-value	Result
Between Groups	2436.52	3	812.17	7.64	Significant

Source of Variation	Sum of Squares	df	Mean Square	F-value	Result
Within Groups	52741.36	496	106.33		

**Interpretation**

The obtained F-value (7.64) is significant at 0.05 level. Hence, the null hypothesis is rejected. Students whose parents were labourers and agriculturists experienced greater grammar learning difficulties compared to others.

Hypothesis – 7: There is no significant difference in grammar learning difficulties between students belonging to joint and nuclear families.

Family Type	N	Mean	SD	t-value	Level of Significance	Result
Joint Family	220	72.28	8.12	2.08	Significant at 0.05 level	Rejected
Nuclear Family	280	69.84	7.68			

**Interpretation**

The calculated t-value (2.08) is significant at 0.05 level. Therefore, the null hypothesis is rejected. Students belonging to joint families showed slightly higher grammar learning difficulties than students belonging to nuclear families.

**VI. MAJOR FINDINGS OF THE STUDY**

1. The study revealed that secondary school students experienced moderate to high grammar learning difficulties.
2. Boys showed higher grammar learning difficulties compared to girls.
3. Rural secondary school students experienced greater grammar learning difficulties than urban students.
4. 8th class students showed more grammar learning difficulties compared to 9th class students.
5. Government school students experienced higher grammar learning difficulties than aided and private school students.
6. Students whose parents were illiterate faced greater grammar learning difficulties compared to students whose parents had higher educational qualifications.
7. Students belonging to agricultural and labour family backgrounds showed more grammar learning difficulties compared to students from employee and business family backgrounds.
8. Students belonging to joint families experienced slightly higher grammar learning difficulties than students belonging to nuclear families.
9. Major areas of difficulty identified among students included tense usage, sentence construction, subject-verb agreement, articles, prepositions, and error correction.
10. Lack of English language exposure, fear of making mistakes, limited classroom interaction, and inadequate grammar practice were identified

as important causes of grammar learning difficulties.

**VII. EDUCATIONAL IMPLICATIONS**

1. English teachers should adopt activity-based and communicative methods for teaching grammar instead of traditional memorisation methods.
2. Grammar teaching should be connected with real-life communication activities such as speaking, writing, group discussions, and classroom interaction.
3. Special remedial coaching and additional practice sessions should be provided for students who experience grammar learning difficulties.
4. Schools should encourage the use of digital learning tools, multimedia resources, and language laboratories to improve grammar learning.
5. Teachers should create a supportive classroom environment where students can practise English without fear of making mistakes.
6. Parents should motivate and support their children in practising English language skills at home.
7. Curriculum planners and educational authorities should introduce learner-friendly and communication-oriented grammar teaching practices in secondary schools.

**VIII. SUGGESTIONS FOR FURTHER RESEARCH**

1. Similar studies may be conducted at primary, higher secondary, and college levels to understand

grammar learning difficulties among different age groups.

2. Comparative studies may be conducted between rural and urban districts of Andhra Pradesh regarding grammar learning difficulties.
3. Experimental studies may be undertaken to test the effectiveness of innovative grammar teaching methods.
4. Studies may be conducted on the relationship between grammar learning difficulties and academic achievement in English.
5. Similar studies may be conducted with larger samples covering different regions of India.
6. Research may be carried out on the role of digital learning tools and online platforms in improving grammar learning.
7. Studies may be conducted on teacher effectiveness, classroom environment, and learner motivation in relation to grammar learning difficulties.

#### IX. CONCLUSION

The present study entitled “A Study on Grammar Learning Difficulties among Secondary School Students” revealed that many students studying in 8th and 9th classes experience moderate to high difficulties in learning English grammar. Grammar learning difficulties were found in important areas such as tense usage, sentence construction, subject–verb agreement, articles, prepositions, and error correction. These difficulties negatively affected students’ communication skills, writing ability, and overall English language achievement. The study further revealed that demographic variables such as gender, locality, class, school management, parental education, parental occupation, and family type significantly influenced grammar learning difficulties among secondary school students. Rural students, government school students, and students from less educated family backgrounds experienced greater grammar learning difficulties compared to others. Lack of English language exposure, fear of making mistakes, limited classroom interaction, and traditional teaching methods were identified as major causes of grammar learning difficulties. The findings of the study emphasise the importance of learner-centred teaching methods, communicative grammar instruction, digital learning support, and remedial

teaching practices in improving grammar learning among secondary school students. Teachers, parents, educational administrators, and curriculum planners should work together to create a supportive learning environment that encourages students to develop confidence and interest in learning English grammar.

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