

# A Study to Assess the Level of Language Barrier on Learning Skills among 1<sup>st</sup> year B. Sc. Nursing Students at Arihant College of Nursing, Haridwar

Darjilin Kanmoni J.

PhD Research Scholar, Malwanchal University, Indore, MP, India

**Abstract:** *Background:* Language barrier study is an active student based study regarding the barrier in language. This study helps in assessing the level of language barrier on learning skills. *Objective:* To assess the level of language barrier on learning skills among 1<sup>st</sup> year B. Sc. Nursing students at Arihant College of Nursing, Haridwar. To associate the level of language barrier on learning skills among 1<sup>st</sup> year B. Sc. Nursing students with their selected socio economic demographic variables. *Methodology:* A descriptive study method that assessed the level of language barrier on learning skills was used. Language barrier is a dependent study in this study. The population was made of 50 1<sup>st</sup> year B. Sc. Nursing students from Arihant Nursing College, Haridwar. Non probability convenient sampling technique is used for the study.

**Keywords:** Language barrier, demographic variable, frequency, Chi – square

## 1. Introduction

Language is an important component in our ability to translate meaning and is therefore a crucial aspect of delivering messages across various healthcare settings <sup>(1)</sup>. It is an essential part of our daily life. It is a process of creating, exchanging, sharing ideas, information, opinions, facts, feelings and experiences between a sender and a receiver. It plays a vital role in helping people build a bridge of relationships <sup>(2)</sup>. Today's educational institutions are expected to create learning opportunities independent of time and place, too often easily accessible learning environments and interpersonal communication <sup>(3)</sup>.

Language continues to remain a barrier to convey our messages to people in the globalization and communication era. A language barrier is a common challenge in international business, aviation and social settings. They affect our daily life <sup>(2)</sup>. Accordingly, barriers to language can significantly impede the safety and quality of health care delivered.

Language barriers have a major impact on the cost and quality of healthcare. They commonly occur between healthcare provider and patients when the two groups do not share a native language <sup>(4)</sup>. Health care systems in many countries are faced with increased immigration which leads to a growing ethnic, cultural and ethnic diversity <sup>(5)</sup>. It is not only language barrier which may represent a challenge in healthcare, but also cultural differences in the perception of health/sickness and the sickness role, experiences of illness, help seeking behavior and health literacy level. Along with language barriers to effective communication in healthcare there are other potential barriers <sup>(6)</sup>. Health care institutions have responsibilities to ensure competency and procedures in their organizations in order to be able to give optimal health services to diverse populations for equal access and quality care for all.

Discussing the issue of language barriers is more important for nurses as they are the only personnel at the patient's bedside twenty - four hours a day.

A study in the United States covered eleven Boston area ambulatory clinics in 2000 showed that language barriers may play a role in outpatient drug complications, which in turn is related to lower patient satisfaction <sup>(7)</sup>. An interview study in Australian children's hospital of parents of Chinese immigrants presenting to the emergency department, where language barriers and insufficiency of linguistic access services are significant barriers to care <sup>(8)</sup>.

So it is very important for those working in healthcare, students of healthcare and for the decision makers to conduct and support studies that reveal the impact of language barriers in nursing care and nursing education to look for solutions to overcome drawbacks of this problem on quality of healthcare and patient satisfaction.

Thus this study was conducted to assess the level of language barrier on learning skills among 1<sup>st</sup> year B. Sc. Nursing students at Arihant College of Nursing, Badheri Rajputan, Haridwar.

### Need for the study

Language is needed for any kind of communication. Even people with speech impairments communicate with sign language and brail. Communication becomes difficult in situations where people don't understand each other's language. Students with unaddressed learning or speech difficulties often struggle to communicate in classroom settings <sup>(9)</sup>. Students learning a second language often struggle to express themselves if they don't have full command of that language. This can lead to emotional stress and affect their ability to learn.

English is without doubt the actual universal language. It is the world's second largest native language. Among the many challenges that are being faced by the education sector, specifically the information management

professionals are the role of English language as a barrier in reducing research productivity.

A student may have to deal with lots of problem's when his native language is different from school language. It brings in stress, criticism and lot of inputs in crossing the barrier between home language and language used in school.

When learning anything language is your most basic tool. It is something we often forget. If you have to comprehend a subject, you have to be able to put it in your own words describe and explain it.

Language barrier in class room has become a major problem as the vernacular medium and students from minority face difficulty in speaking English. This reduces their confidence level to speak up in the classroom as a result their doubts does not get clarified, this affects their academic performance. These students even face problem in communicating with their peers as they feel uncomfortable to speak to them. This problem doesn't give every student the opportunity to meet their full potential. It is necessary to teach such students by giving them explanation in their regional language after explaining in English. This will build their confidence and help them succeed.

Researcher identifies and feels that first year students perceive that language as threat and barrier for their academic performance. Hence the researcher felt a strong need to assess the level of language barrier.

### Statement of the problem

"A study to assess the level of language barrier on learning skills among 1<sup>st</sup> year B. Sc. Nursing students at Arhiant College of Nursing, Haridwar".

### Objectives of the study

- 1) "To assess the level of language barrier on learning skills among 1<sup>st</sup> year B. Sc. Nursing students at Arihant College of Nursing, Haridwar".
- 2) "To associate the level of language barrier on learning skills among 1<sup>st</sup> year B. Sc. Nursing students with their selected socio economic demographic variables".

### Operational Definition

- 1) **Assess**  
Refers to evaluation of level language barrier on learning skills.
- 2) **Language barrier**  
A language barrier is any linguistic limitation that creates confusion or prevents comprehension. In this study language barrier is inability to converse in language that is known by both the sender and receiver.
- 3) **Learning skills.**  
Learning skills are habits that can be used throughout your life to complete projects and communicate effectively. They can continuously be developed and improved to help you accomplish daily tasks or achieve your career milestones.
- 4) **Students**  
It refers to the boys and girls studying in B. Sc.1<sup>st</sup> year at Arihant College of Nursing, Haridwar.

### Hypothesis

**H<sub>0</sub>:** There will be no significant difference between the level of language barrier on learning skills among B. Sc. Nursing 1<sup>st</sup> year students with their selected demographic variables.

**H<sub>1</sub>:** There will be no significant association between the level of language barrier on learning skills among B. Sc. Nursing 1<sup>st</sup> year students with their selected demographic variables.

### Assumption

1<sup>st</sup> year B. Sc. Nursing students will have varying level of language barrier on learning skills.

### Limitations

- The study is limited to B. Sc.1<sup>st</sup> year at Arihant College of Nursing, Haridwar.
- The limited time period of this study is four weeks.

## 2. Methodology

Methodology refers to control investigation of the ways of obtaining organizing and analyzing data.

This chapter deals with methodological approach adopted for study. It includes description of research approach, research design, setting of the study, population sample, criteria for sample section, sample technique, development of tool, scoring procedure, pilot study data collection, procedure and plan for data analysis.

A descriptive study method that assessed the level of language barrier on learning skills was used. Language barrier is a dependent study in this study. The population was made of 50 1<sup>st</sup> year B. Sc Nursing students from Arihant Nursing College, Haridwar. Non probability convenient sampling technique is used for the study.

The questionnaire of the study is a very concise, preplanned set questions. The questionnaire was developed by the researcher for assessing the level of language barrier on learning skills among 1<sup>st</sup> year B. Sc Nursing students from Arihant Nursing College, Haridwar. Thus questionnaire was prepared and used for data collection.

The structure knowledge questionnaire was developed in two sections. In the present study the tool consists of 2 parts.

- 1) Socio demographic data of college students such as age, gender, residential area, type of schooling, medium of instruction in school, mother tongue, educational status of parents.
- 2) Assess the level of learning skills based on questionnaire.

The total maximum score would be 125 based on the obtained scores level of language barrier on learning skills of the students would be classified as below. Absolute category retting (ACR) scale was used. Strongly agree (5 points), agree (4 points), neutral (3points), disagree (2 points), strongly disagree (1 point).

## 3. Result

This chapter deals with the results with respect to the objectives of the study and also compares the similar study

with the present study findings. In order to find a meaningful answer to the research questions, the collected data must be processed, analysed in some orderly coherent fashion, so that patterns and relationship can be discerned.

An evaluative approach was adapted to assess the level of language barrier on learning skills among 1<sup>st</sup> year B. Sc. Nursing students at Arhiant College of Nursing, Haridwar". The data has been analyzed and interpreted in the light of objectives and hypothesis of the study.

**Analysis of sample characteristics regarding demographic variables**

**Table 1:** Frequency and percentage distribution of 1<sup>st</sup> year B. Sc. Nursing students at Arhiant College of Nursing, Haridwar" according to their demographic variables

| S. No | Demographic variables           | Frequency              | Percentage |
|-------|---------------------------------|------------------------|------------|
| 1     | Age of students                 | 18                     | 34         |
|       |                                 | 19                     | 44         |
|       |                                 | 20                     | 22         |
| 2     | Gender                          | Male                   | 8          |
|       |                                 | Female                 | 92         |
| 3     | Residential area                | Rural                  | 70         |
|       |                                 | Urban                  | 30         |
| 4     | Type of Schooling               | Government             | 74         |
|       |                                 | Private                | 26         |
| 5     | Medium of Instruction in school | English                | 26         |
|       |                                 | Hindi                  | 74         |
| 6     | Mother Tongue                   | English                | 0          |
|       |                                 | Hindi                  | 100        |
| 7     | Parents education               | Uneducated             | 12         |
|       |                                 | Below 12 <sup>th</sup> | 46         |
|       |                                 | Degree                 | 42         |

The demographic variables age was divided in to 3 categories 18, 19 and 20. Majority of the students 22 (44%) were coming under the age group 19, followed by 17 students (34%) in the age group of 18 and remaining students 11 (22%) under the age group of 20. In gender

factor majority of the students 46 (92%) are females and 4 (8%) students are male. In residential area majority of the students 35 (70%) are from rural area and 15 (30%) students are from urban area. When coming to the type of schooling most of the students 37 (74%) are from Government school and 13 (26%) students are from private school. In medium of instruction 13 (26%) are from English medium and 37 (74%) students are from Hindi medium. The mother tongue of all the students are (100%) Hindi and no students with English as their mother tongue. In the category education of parents, it has been divided into 3 categories namely uneducated carrying 6 (12%) students and 23 (46%) students' parents come under below 12<sup>th</sup> category and 21 (41%) students under the degree category.

**Table 2:** Frequency and percentage distribution of level of language barrier on learning skills

| S. No | Level of Language Barrier           | Frequency | Percentage |
|-------|-------------------------------------|-----------|------------|
| 1     | Severe language barrier (101 – 125) | 2         | 4          |
| 2     | High language barrier (76 – 100)    | 30        | 60         |
| 3     | Moderate language barrier (51 – 75) | 14        | 28         |
| 4     | Low language barrier (26 - 50)      | 4         | 8          |
| 5     | Very low language barrier (0 - 25)  | 0         | 0          |

In frequency and percentage distribution it is been divided into 5 categories namely severe language barrier having score 101 – 125 followed by high level language barrier having a score 76 – 100 and continued by moderate language barrier having a score of 51 – 75 and then low level language barrier having a score of 26 – 50 and finally very low level language barrier having the score of 0 – 25.

In the category severe language barrier totally there are 2 students with 4% followed by 30 students having high level language barrier with 60% in the second category which is the maximum. In the third category there are 14 students with 28 % and in low language barrier there are 4 students having a percentage of 8%. In the final category very low level language barrier there are no students.

**Table 3:** Association between level of language barrier on learning skills with socio demographic variables.

| Demographic variables | Severe                 | High | Moderate | Low | Very low | Chi square | df |
|-----------------------|------------------------|------|----------|-----|----------|------------|----|
| Age of students       | 18                     | 2    | 12       | 2   | 1        | 12.631     | 8  |
|                       | 19                     | 0    | 15       | 6   | 1        |            |    |
|                       | 20                     | 0    | 3        | 6   | 2        |            |    |
| Gender                | Male                   | 1    | 1        | 1   | 1        | 7.26       | 4  |
|                       | Female                 | 1    | 29       | 13  | 3        |            |    |
| Residential area      | Rural                  | 2    | 24       | 8   | 1        | 7.245      | 4  |
|                       | Urban                  | 0    | 6        | 6   | 3        |            |    |
| Medium of Instruction | English                | 0    | 2        | 8   | 3        | 18.58      | 4  |
|                       | Hindi                  | 2    | 28       | 6   | 1        |            |    |
| Mother Tongue         | English                | 0    | 0        | 0   | 0        | 0          | 4  |
|                       | Hindi                  | 2    | 30       | 14  | 4        |            |    |
| Parents education     | Uneducated             | 0    | 2        | 3   | 1        | 8.419      | 8  |
|                       | Below 12 <sup>th</sup> | 1    | 18       | 4   | 0        |            |    |
|                       | Degree                 | 1    | 10       | 7   | 3        |            |    |

**Age of the students:** In this, majority of the students (22) were in the age group of 19 (44%), followed by age group of 18 (17) with 34% and last the age group of 20 with 11 students with a percentage of 22%.

**Gender:** In this variables the majority of the students 30 (60%) have high level language barrier with male student 1

and female student 29 followed by moderate level language barrier 14 (28%) where it has 1 male student and 13 female student.

**Residential area:** In this, rural students (35) were more when compared with urban students (15). The percentage of rural students were 70% and for urban students it is 30%.

**Type of schooling:** Majority of the students (37) were from Govt. school and remaining (13) were from private school. The percentage of Govt. school students were 74% and private school students were 26%.

**Medium of Instruction:** In this, majority of students (37) were Hindi medium and remaining students (13) are from English medium. Percentage wise Hindi medium is 74% and English medium is 26%.

**Mother tongue:** The mother tongue of all the students is Hindi 50 (100%).

**Parent's education:** Most of the parent's education is below 12<sup>th</sup> (23) with a percentage of 46% followed by Degree completed parents 21 (42%) and uneducated parents with (6) 12%, When coming to language barrier majority of the students (30) comes under the category high language barrier with a percentage of 60% followed by 14 students in the moderate language barrier with a percentage of 28%. Next to this low level language barrier with 4 (8%) students follows and next severe language barrier carries 2 students with 4 %. Finally, no students were present in very low language barrier.

With regard to the association among variables Gender and Medium of Instruction have association among variables and Age of students, Residential area, Mother tongue and Parent's education does not show any relationship between the variables.

#### 4. Discussion

Language barrier is a most common barrier which causes misunderstanding between the people. Students mostly face difficult in their study due to language barrier. Students are not easily able to catch other languages. First they try to understand other languages and here is teacher's role to encourage students where they face difficulty.

Students face challenges almost in every country during their adaptation process to their new environment. Broadly students face challenges in three key areas as Academic, Socio - Cultural, and Personal issues. But among these, there is one of the common challenges which is connected deeply with each of these and those language barriers. The language barrier is common in each and can have a linear effect on each other and can have a huge impact on the overall development of students<sup>(10)</sup>. The results of this study also show that the Language barrier and language - related issues are some of the important stressors for students and results also showed that medium of instruction having a profound effect on the students in terms of constant stressors. In the category very low level language barrier no students are there which reveals all the students have some level of language barrier in learning. Medium of instruction may be a major factor for the students to get adjusted with the new language.

The study shows that the study should be conducted in all field of students in larger numbers. According to the results there is a need to reevaluate the Language courses and more focus must be given on the academic Language and in each

part such as writing, reading as well as communicating skills.

#### References

- [1] Obaid Ghazi Alotaibi, AbdulazizKhalafAlanazi. Evaluating the extent of language barriers among health professionals in the Saudi Arabian health system. *Galore International Journal of Applied Sciences & Humanities*, 6 (3), pp.139 - 152, 2022.
- [2] Abu - Arqoub and Alserhan. Nonverbal barriers to effective intercultural communication. *Utopia Y Praxis Latino American*, (5), pp.307 - 316, 2019.
- [3] AmanlyotfyAbdalaziz Ismail, etal. "E - Learning Barriers as Perceived by Students in the Faculty of Nursing at Tanta University". *IOSR Journal of Nursing and Health Science (IOSRJNHS)*, pp.9 (01), 28 - 41, 2020.
- [4] Slade S, Sergeant SR. Language barrier. StatPearls Publishing; 2018. In: StatPearls [Accessed: July.28, 2023] [General Internet site].
- [5] Abubakar I, Aldridge RW, DevakumarD, Orcutt M, Burns R, Barreto M. The UCL-Lancet Commission on migration and health: the health of a world on the move. *Lancet*, (392), pp.2606-54, 2018.
- [6] Dr. Krishna Kant Sharma. Language barrier and the public health sector of Bihar. *Indian Journal of Management & Economics*, 8 (2), pp.29 - 40, 2018.
- [7] Sameer Al - Harasis. Impact of language barrier on quality of nursing care at Armed Forces Hospitals, Taif, Saudi Arabia. *Middle East journal of Nursing*, 7 (4), pp.17 - 24, 2013.
- [8] Yeo Seonae. Language Barriers and Access to Care. *Annual Review of Nursing Research*, (15), pp.59 - 73, 2004.
- [9] Businessstopia, "Language Barriers to Communication, " in *Businessstopia*, January 6, 2018, <https://www.businessstopia.net/communication/language-barriers>. [Accessed: July.28, 2023] [General Internet site].
- [10] ThseenNazir, AyseOzçiçek. Language Barrier, language related issues and Stress among International Students. *International Journal of Advanced Multidisciplinary Research and Studies*, 2 (2), pp.213 - 218, 2022.