

## Influence of Psychological Factors on English communication of college students in India

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### ABSTRACT

The foremost objective of this study is to find the Psychological factors & their influence on English communication of college students in North India and to find the best possible ways to deal with the challenges of Psychological factors on college students. For these objectives, two-part questionnaires were distributed to gather data. The demographic information of the respondents, including age, gender, study programme, and semester, was covered in the first section of the questionnaire. The questionnaire's second section was made up of closed-ended questions. The proposed model includes factors such as Fear of Mistakes (FOM), Shyness (SHY), Anxiety (ANX), Lack of Confidence (LOC), Lack of Self-esteem (LSE), Lack of Motivation (LOM), Cognitive Structure (CS), Lack of Learning Attitude (LLA) and English Communication (EC) and all of the factors were established and evaluated with the use of already available tools. Amongst all the factors taken under consideration, the highest level of correlation (0.942) was found between Lack of Motivation (LOM) and Lack of Self-esteem (LSE) variables and the lowest significant relationship (0.729) was between Shyness (SHY) and Fear of Mistakes (FOM). Consequently, it has been discovered that shyness, anxiety, and poor cognitive structure are the primary psychological factors preventing students from speaking in class. Thus, to help them get over the psychological barriers that prevent them from speaking in English, students offered alternatives such as engaging activities, the role of the teacher, a positive learning environment, and a strong relationship between the teacher and students.

**Keywords:** *psychological factors; cognitive structure; lack of learning attitude; English communication*

### 1. INTRODUCTION

The most efficient means of human interaction in the world is language. It would be simple for people to communicate with one another and link through language. It guarantees that people can obtain information from others and communicate their feelings and ideas as a means of communication and building relationships with others, language is vital. Many nations speak English as their first language. It is a tongue that acts as a bridge to unite individuals everywhere. It facilitates communication with individuals in any nation. Language proficiency should be taught and cultivated in addition to other abilities in order to increase communication, as it is the universal language. Given that English is a language used worldwide, it is therefore imperative that one obtain an education in the language (Ariyanti, 2016). There are four components to learning English: speaking, writing, listening, and reading. All of those abilities are connected. Reading is the ability to extract meaning from written material. Writing is the art of putting thoughts into written form. The ability to listen well is the key to understanding what is said orally. Speaking is the ability to communicate thoughts verbally.

Among the most important abilities when Speaking is the first step in learning English. The capacity to communicate effectively is among the metrics used to evaluate achievement in speaking. Speaking clearly both within and outside of the classroom is essential. The effectiveness of practising speaking English is influenced by a number of things. Students' speaking practice might be impacted by sociological, linguistic, psychological, and economic aspects (Haidara, 2014). However, this study only looked at the psychological aspects. Psychological elements are those that frequently get in the way of relationships, productivity at work, mental and physical health, or life adjustment. Examples of these factors include anxiety, low self-esteem, and speaking up too much (Auliyah, 2019).

Confidence and nervousness are two psychological variables that are regarded as the primary causes of students' aversion to speaking. This highlights the impact that psychological elements have on pupils' speaking abilities.

English is an important tool for cross-cultural communication in the corporate world, particularly in multilingual settings. Effective communication is essential for successful commercial transactions. English is a common link language that is required for successful and efficient communication. Given that most communication occurs verbally, speech is regarded as the primary and most useful language ability. Speaking in any non-native language requires a great deal of work since speakers must be properly knowledgeable about and comprehend key components of the language. To communicate effectively, the speaker must be proficient in all of the language's core components, including comprehension, dictation, pronunciation, grammar, and fluency. Children who speak English well typically have an advantage when it comes to landing a desirable job offer anywhere in the world. Employers consider more factors than only academic standing and technical proficiency when choosing new hires. Prior to employing someone, businesses consider not just their technical expertise but also their critical soft skills. The fact that English is used for the majority of the interviews is another crucial factor. As a result, in order for candidates to impress the interview board, they must be fluent in English.

Candidates will find it much easier to land a job if they use the English language with confidence. Employers clearly select individuals from deemed institutions or private colleges in a number of instances because of their exceptional capacity to communicate effectively in English and efficiently. The whole of English's relevance is quite astounding. Educated children occasionally utilise English. Most businesses believe that applicants with adequate English communication skills can fulfill the needs of a globalised workforce. In an interview, these applicants will be given preference. As a result, it is imperative that the right policies be put in place to maximise and raise the children's English speaking proficiency and acquisition rate. In the end, it will result in a rise in the youth employability rate.

## **2. LITERATURE REVIEW**

According to Brown (1994), Speaking is a collaborative effort that involves language building that entails generation, receiving, and processing of information. Out of Speaking is one of the four language skills second most productive talent. According to Richard (2008), the majority of Language learners use the improvement in their speaking skills as a gauge for their progress and the worth of their English courses. Instructors need to therefore give the students' speaking abilities extra consideration. Furthermore, Speaking is regarded as the most challenging ability for language learners. overall (Pinter, 2006). In a similar vein, Richard (2008) argues that helping students communicate and use the language through speaking exercises is among the more efficient methods for teach English. Additionally, according to Brown (2001), giving students additional chances to express themselves through speaking exercises helps them become fluent English speakers.

When given the chance to speak, students occasionally struggle to communicate effectively. The literature suggests that this is because of the impact of their native tongue, a lack of vocabulary, and the family's socioeconomic standing on their ability to learn English (Misbah et al., 2017). Alternatively, psychological problems including shyness, anxiety, insecurity as well as a lack of desire are the main explanations for high school and university students are reluctant to talk in English, according to Elhadi (2015). Nonetheless, A significant amount of study has been done in many countries, in high schools and universities, to determine what influences speaking performance and to forecast a few ways to get around these obstacles. (Rusli et al., 2018).

Elhadi (2015) asserts that a number of psychological variables are related to one another and have an impact on students as they practise speaking. Numerous Research has been done to ascertain the impact of psychological factors on the accomplishment or English's failure language learners. Furthermore, according to psychological issues that have hampered students' ability to communicate include nervousness, timidity, insecurity, and fear of making mistakes, and lack of drive. The discussion of the aforementioned points of view unequivocally demonstrates the critical role psychology plays in challenging pupils' speaking abilities. Nunan (1999) provides solid evidence that psychological issues are among the main causes of students' reluctance to talk in English, supporting list of the top five psychological factors that contribute to speaking difficulties.

As previously mentioned and addressed by numerous academics, the primary psychological components will be presented such as Fear of Errors (FOM), Shyness (SHY), Anxiety (ANX), Insufficient Self-Belief (LOC), Lack of Self Esteem (LSE), Absence of drive (LOM), Cognitive Structure (CS), Lack of Learning Attitude (LLA). These are the

primary reasons. Why psychological Speaking English as a goal language is heavily influenced by various circumstances.

### **2.1 Fear of Mistakes (FOM)**

Many scholars contend that the fear of making mistakes among pupils is a major reason why they are reluctant to converse in English in class (Yi Htwe, 2007; Robby, 2010). Aftat (2008) notes the conviction that the dread of errors is associated with the issues of criticism and adverse assessment. Furthermore, this is also greatly impacted by the kids' apprehension of getting bad feedback from the teacher or being made fun of by their peers (Kurtus, 2001; Ariyanti, 2016). Students typically give up on the speaking exercise as a consequence (Hieu, 2011). Because students can learn from their mistakes, it is imperative that educators convince their students that making errors is neither bad nor harmful (Zua, 2008). One prevalent problem among students is their fear of producing errors in English speech. According to Middleton (2009), the majority of students are hesitant to attempt speaking a foreign language they have learned. He continues, "Students do not wish to appear silly in this in front of the class context." In other situations, people are likewise concerned about their voice, fearing that they may seem foolish, and so forth.

**H1:** Fear of Mistakes (FOM) has a noteworthy influence on English Communication

### **2.2 Shyness (SHY)**

Shyness is an emotional state that is frequently expressed as agitation, unease, or discomfort when someone is working on something, conversing, or being approached by someone else, particularly in novel circumstances or with unknown or unfamiliar people. The aforementioned sentence makes it quite evident that shyness is a factor in pupils' inability to speak English. Baldwin (2011) provided additional context for the aforementioned statement, stating that students experience overwhelming fear or hatred when speaking in front of an audience or in public, and that their shyness causes them to become blank or forget what to say. According to Bowen (2005), there have also been comments about the characteristics of the pupils, such as how their excessive passivity and quietness contribute to their shyness while speaking in English. The students' inability to talk in English is a direct result of their timidity.

A significant proportion of pupils experience timidity when required to speak in English during the class (Nakhalah, 2016). As stated by Tanveer (2008), the most common fear that most individuals has begun to speak in front of others. This fear can lead to blankness, which explains why many pupils find it difficult to talk in English fluently. Shy students have anxiety when it comes time to give oral presentations before their peers and instructor, thus they attempt to avoid doing so.

Research indicates that students' self-perception of their ability to speak English is impacted by their timidity (Chinmoy, 2007). To address this problem, Bashir et al. (2011) proposed that the instructor help the students realise that failure and success are both a part of learning a foreign language and that they may overcome their shyness. Consequently, improving students' speaking performance in the classroom should be the primary goal of this component of perspective in relation to the ability to speak in English (Gebhard, 2000). According to, Some kids are not able to speak in English, which makes them naturally bashful and insecure. with classmates and professors. As a result, shyness influences and plays a significant impact in pupils' oral English language proficiency.

**H2:** Shyness (SHY) has a noteworthy influence on English Communication

### **2.3 Anxiety (ANX)**

Many studies have discovered that speaking Second-language proficiency in English presents challenges and obstacles for learners. According to, students' anxiety prevented them from taking chances when speaking in English. Diao and Shamela (2013) claim that students are anxious about teacher evaluations and public speaking in the classroom because they fear receiving a bad grade. According to Ariyanthi's (2016) students had the opportunity to engage in and share research ideas, opinions, and knowledge alongside their counterparts. Still, she found that one of the challenges she faced in her educational institutions was that students were hesitant to take chances because they were afraid of other students' laughter and the teachers' judgement. Furthermore, there is a good chance that learners of a second language who are incomprehensible or unaccepted may feel ashamed and accept others' ignorance. According to Heron's (2005) research, Anxiety is among the negative, powerful emotional elements that stops students from mastering speaking skills. It causes feelings of nervousness and fear, which may lead to subpar oral performance.

Anxiety is characterised as a sensation of fear, unease, and shyness. Some people define anxiety as a neurological condition state of stress, anxiety, uneasiness, and trepidation. According to Ohata (2005), Concern is a mental health issue. Emotion that has an assortment of root causes. When needed to communicate in English in in front of the whole class, most students feel awkward about it and usually feel burdened (Tanveer, 2008). Research has revealed that anxiety is the main factor preventing the effect of other variables. Fear can be felt wherever—in the office, at school, or in any other situation in life, but it is especially common among students during test season, presentation time, and public speaking (Gopang et al., 2018). Azher et al. (2010) examined the main reasons why people get anxious in English language students and found three: dialogue anxiety, exam anxiety, as well as the worry of receiving a poor grade from other students. Tiono and Sylvia (2004) propose that speaking anxiety can have an impact on oral presentations by students in a range of contexts. Uncertainty levels can additionally affect learners' English language proficiency and fluency.

**H3:** Anxiety (ANX) has a noteworthy influence on English Communication

#### **2.4 Lack of Confidence (LOC)**

When students realise that their discussion partners misunderstood what they were trying to say or when they misunderstood what other people were saying, it shows a lack of confidence. When pupils choose to remain mute or passive while others speak, it is clear that they are not comfortable speaking in this setting. According to He and Chen (2010), pupils' inability to communicate in English fluently is the primary cause of their lack of confidence. In this instance, it was also mentioned that the pupils believed they had low English proficiency and were unable to speak the language clearly. However, Brown (2001) has provided more contexts by stating that one of the main reasons for the pupils' insufficient self-assurance is the instructor's lack of support. From this vantage point, it is evident that the instructor didn't give convincing the students that they can speak English fluently enough emphasis. The pupils become less confident in their abilities as a result of this circumstance, and they become less inclined to communicate in English. This suggests that encouragement and assistance are crucial in helping pupils become more confident.

Asserts that when pupils are unable to grasp what others are saying and converse in English, they lose confidence. This circumstance is extremely depressing and gives rise to the claim that pupils who lack confidence typically struggle academically. According to Al-Hebaish (2012), oral performance in the English Language is the main factor that causes performance problems. It also notes that many students think that because of their weak English, they can't communicate in the language. Lack of support or favorable comments from teachers is another major factor contributing to students' lack of confidence. Since most teachers do not think it necessary, pupils perceive studying English to be discouraging as opposed to inspiring (Fallah, 2014). This indicates that the most important component in providing children develop their confidence is their teachers' encouraging remarks.

**H4:** Lack of Confidence (LOC) has a noteworthy influence on English Communication

#### **2.5 Lack of Self Esteem (LSE)**

According to Rubio (2014), self-esteem is a person's subjective assessment of their own deservingness and an abstract sensation that permeates their attitude. It is a form of feeling that is specific to oneself and who they are; it is a sense that can only be felt and not seen. Individual viewpoints embody the essence of self-worth. According to Braine (2018), self-esteem refers to a person's opinions about themselves that change throughout the course of their life according to experiences. In a similar vein, pupils' ideas and beliefs might be influenced by their level of self-esteem. While pupils those who have strong self-esteem understand their strengths and limitations, People that have poor self-esteem can't evaluate their demonstration. As stated by theory, Self-worth is among the intrinsic elements that contribute to the accomplishment of foreign language acquisition, along with external factors. Additionally, Mruk (2006) makes the point that low self-esteem frequently serves as the catalyst for a variety of mental illnesses, including anxiety, depression, anxiety-related learning difficulties, low self-confidence, and anxiousness. It has been noted that the degree of confidence in oneself affects the effectiveness of any cognitive and productive activity. Compared to kids with low self-esteem, those those with strong self-esteem worldwide better language learners.

**H5:** Lack of Self Esteem (LSE) has a noteworthy influence on English Communication

### **2.6 Lack of Motivation (LOM)**

A key component of students' learning to reach the success point is motivation. According to, students' reluctance to talk in English can be readily influenced by their motivation. In this way, motivation is examined closely as a necessary component of effective communication. Numerous studies have demonstrated that individuals who possess a strong drive for success are more likely to persevere in their studies and produce better outcomes than those who lack this drive. Regarding motivation, Babu (2010) contends that low motivation for studying can prevent pupils from using the English language in the classroom. This kind of situation arose as a result of the teacher's lack of encouragement and support for English communication. In addition to pushing students to study effectively and engage in active English communication, he goes on to say that professors who are passionate, creative, and interested in their pupils are also essential components of student motivation.

According to Ng & Ng (2015), Drive is a key factor in critical part in the processes of education and remembering a new language. Extrinsic and intrinsic factors influence learning performance at every stage of school. Success depends on how much a person wants something and how hard they work to get it. Motivation is the psychological component or instinct that gives rise to that specific action. It is an agent that provokes, enlivens, or awakens a response. It can also be understood as a combination of a strong will and an effort to achieve the goal of language acquisition. Alongside this, enthusiasm for learning a new language is added. Motivation is influenced by a number of things. A motivated individual puts out the effort necessary to complete a task, but this does not always imply that the individual is highly and completely motivated (Gardner, 1985). It provides them with a goal and direction. In the end, It is important for the learning of languages. Language acquisition may be hampered by a lack of motivation. A lack of motivation can hinder learning effectively

**H6:** Lack of Motivation (LOM) has a noteworthy influence on English Communication

### **2.7 Cognitive Structure (CS)**

Whole-body cognitive structure instruction that emphasises knowledge transformation, interpretation, and strategy instruction along with the improvement of language abilities required to effectively convey a higher order of thought is one method that has been demonstrated empirically to be effective (Kim et al., 2011; Olson et al., 2012, 2017, 2020; Olson & Land, 2007; 2008). Adolescents' difficulties with reading and writing are mostly caused by a lack of knowledge about cognitive methods (Conley, 2008). According to Conley's (2013) research, the utilisation of cognitive strategies is crucial for preparing students for college and careers.

Methods that use technique guidance to enhance English language learners' growth of the language are also supported by recent instructional frameworks and guidelines (Francis et al., 2006; Goldenberg, 2008; Schleppegrell, 2009; Calderón et al., 2011). According to Short and Fitzsimmons' (2007) theory, strategy instruction works particularly well for English language since it is a learning gives them a clear emphasis on language, broadens their exposure to scholarly texts, increases the readability of the texts they peruse provide them with many chances to confirm or rectify their comprehension of the language, helps them retrieve and apply fresh linguistic elements for scholarly objectives, and gives them the tools to continue learning the language used outside of the classroom. Additionally, they postulate that because adolescents with intermediate English proficiency levels have the language skills necessary to employ mental techniques and participate in more complex reading and writing with cognitive skills assignments, they stand to gain from strategy instruction (Echevarria et al., 2012).

**H7:** Cognitive Structure (CS) has a noteworthy influence on English Communication

### **2.8 Lack of Learning Attitude (LLA)**

The mind set of the learner is essentially correlated with their success in picking up a new language. It has been well acknowledged by researchers that motivation and linguistic attitudes play a critical role in second language acquisition, which in turn plays a substantial role in learners' readiness for interaction and willingness to communicate within the intended language (Jackson, 2016). Abdullah and Wong (2017) undertake a thorough investigation in the combined fields of language and socio-politics. The study sought to determine how people's attitudes towards learning English and India's socio-political context relate to one another. The relationship between children's attitudes in the direction of learning English and the potential risks it poses to national identity was also investigated by the researchers. The survey found that those who thought English had political and social influence thought it was important to teach and learn the

language. However, those respondents who thought English had an authoritarian quality expressed anxiety about learning the language. They felt that speaking English would make their ethnic and national identities disappear.

Based on a study involving 75 Japanese students, an American college examines the connection between children's attitudes and their ability to speak English fluently (Motobayashi & Takahashi, 2019). It was discovered that when young people preferred speaking English in an environment different from their first language-using neighbourhood, they formed a very positive approach and attitude towards speaking the language. Schroth et al. (2015) investigated the students' individual preferences for language acquisition. The theory was that pupils would be more likely to acquire a skill or area more quickly if they had a stronger preference for a certain portion of the language. Six of the eleven respondents said they would rather speak. According to the theory, it ought to enhance their ability to communicate. Conversely, though, writing was the linguistic domain that saw beneficial influence. Remarkably, the students' propensity or inclination for speaking had a significant impact on how well they used verbs. That did not, however, significantly affect how they used verbs in spoken English.

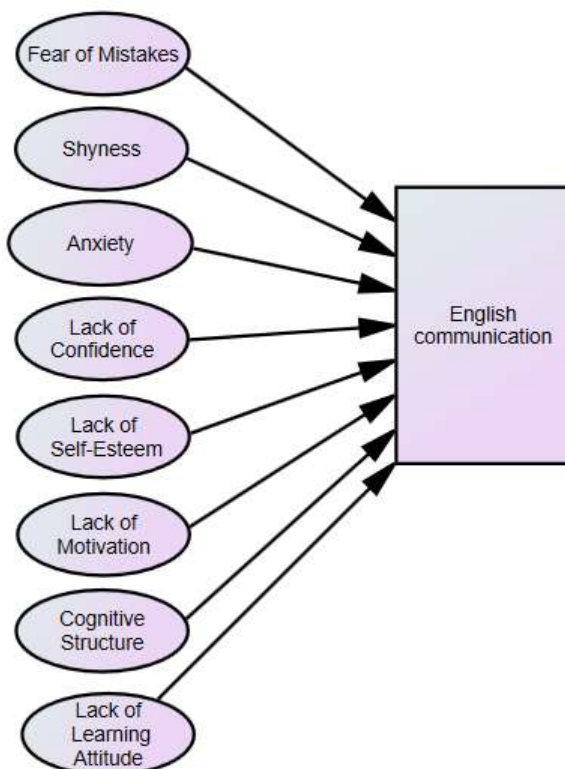
**H8:** Lack of Learning Attitude (LLA) has a noteworthy influence on English Communication

### 3. RESEARCH OBJECTIVES

The foremost objectives of the study are:

1. To find the Psychological factors & their influence on English communication of college students in North India
2. To find the best possible ways to deal with the challenges of Psychological factors on college students

### 4. CONCEPTUAL MODEL



**Figure 1:** Represents the relationship between influencing and dependent factor

### 5. RESEARCH METHODOLOGY

Diverse age groups participated in a pilot study to assess the data collection technique. College students studying English communication as one of their subjects participated in the study. There were 418 legitimate responses to the survey out of the 525 students who took part in it. The proposed model includes and represents the relationship between influencing and dependent factors as Fear of Making Errors (FOM), Shyness (SHY), Anxiety (ANX), Insufficient Self-

Belief (LOC), Lack of Self Esteem (LSE), Absence of drive (LOM), Cognitive Structure (CS), Lack of Learning Attitude (LLA) and English Communication (EC) (Figure 1). All of the factors were established and evaluated with the use of already available tools.

Two-part questionnaires were distributed in order to gather data. The demographic information among the responders, including age, gender, study program, as well as semester was covered in the first section of the questionnaire. The questionnaire's second section was made up of closed-ended questions. Every item that encouraged participants to share their opinions about motivation, exposure to English, attitude, anxiety, and motivation was scored on a five-point Likert scale. The lowest (1.00–1.49), low (1.50–2.49), moderate (2.50–3.49), high (3.50–4.49), and highest (4.50–5.00) metrics are employed to evaluate the degree of issues.

IBM SPSS Statistics v.20 and Microsoft Excel 2013 (IBM Corp., Armonk, NY, USA) were used for all analyses. Following the repeated measures evaluation, changes in the proportion of participant findings over time were analysed using Chi-Square testing with continuity correction. ANOVA testing was utilised to examine any differences between the different participant groups. P 0.05 was chosen as the significance level for each statistical test.

Representative factors for variables were identified and the acceptability of the study sample was evaluated using the metrics eigenvalue > 1.0, The Varimax rotation, the Bartlett's sphericity test, and the Kaiser-Meyer-Olkin (KMO) sampling adequacy assessment. Using factor loading analysis, it removes indications that don't significantly affect the relevant concept. A construct or an item is extracted if it loads no more than 0.60 or 0.40 on any one of them.

## 6. RESULTS AND ANALYSIS

### 6.1 Demographic profile

The study advances our knowledge of the connections among the respondents' demographic characteristics as they are envisioned in Table 1. The respondent's demographic characteristics were evaluated using descriptive demographic statistics expressed as a %age, proportion, and frequency of occurrence. A systematic questionnaire was used to gather data between April 2022 and May 2023. After a thorough analysis, it is determined that a response rate of 79.61% is regarded as excellent quality. Of the 418 respondents, there were significantly more men (272, 65.1%) than women (146, 34.9%); the majority of them (115, 27.5%) were in the 30- to 39-year age range and 176 (42.1%) had professional education.

**Table1.Descriptive Statistics of Demographic Profile**

	418	Frequency	Valid%
Gender profile	Male	272	65.1
	Female	146	34.9
Age profile	21-29 years	58	13.9
	30-39 years	115	27.5
	40-49 years	85	20.3
	49-55 years	101	24.2
	60 years and older	59	14.1
Highest education level	Bachelor degree	52	12.4
	Master degree	110	26.3
	Professional education	176	42.1
	Other	80	19.1

### 6.2 Exploratory Factor Analysis

The PCA approach was used to do the Exploratory Factor Analysis (EFA) for conforming entities. Hair et al. (1998) state that A factor loading of at least 0.50 indicates regarded as extremely significant, factor loading of 0.40 is deemed more noteworthy, and factor loading of more than 0.30 is deemed to satisfy the minimum standard. A 0.50 factor loading has been set as the cut off point for the current investigation. The Factor analysis findings are displayed in table 2.

KMO In general, values between 0.5 and 1.0 show how important Factor analysis is intended for the given data. The results of Test of Bartlett's Sphericity show the correlation between the variable's items. The test's outcome is displayed

at the degree of relevance. Principles that are very small (less than 0.05) indicate a high probability of meaningful correlations between the variables. A result greater than roughly 0.10 might show that factor analysis is not appropriate for the information. These two assessments' findings show that factor analysis is appropriate for the given data. Lastly, verifying forty-three things for the analysis's conclusion.

**Table2.Results of Exploratory Factor Analysis**

Statement	Factor loadings	KMO Measure of Sample Adequacy (>0.5)	Bartlett's Test of Sphericity		Item sconfirmed	Item sdropped	Cum % of loading
			Chi Square	Sig. (<.10)			
Fear of Mistakes (FOM)-1	0.901	0.754	821.491	0.000	5	0	57.229
Fear of Mistakes (FOM)-2	0.730						
Fear of Mistakes (FOM)-3	0.715						
Fear of Mistakes (FOM)-4	0.528						
Fear of Mistakes (FOM)-5	0.852						
Shyness (SHY)-1	0.746	0.727	344.799	0.000	5	0	44.311 64.734
Shyness (SHY)-2	0.810						
Shyness (SHY)-3	0.984						
Shyness (SHY)-4	0.745						
Shyness (SHY)-5	0.669						
Anxiety (ANX)-1		0.856	1.84013	0.000	5	0	70.906
Anxiety (ANX)-2	0.928						
Anxiety (ANX)-3	0.945						
Anxiety (ANX)-4	0.953						
Anxiety (ANX)-5	0.928						
Lack of Confidence (LOC)-1	0.876	0.823	881.733	0.000	5	0	60.976
Lack of Confidence (LOC)-2	0.763						
Lack of Confidence (LOC)-3	0.588						
Lack of Confidence (LOC)-4	0.761						
Lack of Confidence (LOC)-5	0.881						
Lack of Self Esteem (LSE)-1	0.965	0.783	2.81623	0.000	4	0	90.915
Lack of Self Esteem (LSE)-2	0.920						
Lack of Self Esteem (LSE)-3	0.975						
Lack of Self Esteem (LSE)-4	0.952						
Lack of Motivation (LOM)-1	0.890	0.826	1.34313	0.000	5	0	69.579
Lack of Motivation (LOM)-2	0.906						
Lack of Motivation (LOM)-3	0.884						



Lack of Motivation (LOM)-4	0.806						
Lack of Motivation (LOM)-5	0.659						
Cognitive Structure (CS)-1	0.643	0.655	890.725	0.000	4	0	65.945
Cognitive Structure (CS)-2	0.863						
Cognitive Structure (CS)-3	0.935						
Cognitive Structure (CS)-4	0.778						
Lack of Learning Attitude (LLA)-1	0.841	0.881	1.02113	0.000	5	0	67.507
Lack of Learning Attitude (LLA)-2	0.858						
Lack of Learning Attitude (LLA)-3	0.755						
Lack of Learning Attitude (LLA)-4	0.851						
Lack of Learning Attitude (LLA)-5	0.798						
English Communication (EC)-1	0.749	0.863	1.15813	0.000	5	0	67.508
English Communication (EC)-2	0.909						
English Communication (EC)-3	0.887						
English Communication (EC)-4	0.672						
English Communication (EC)-5	0.866						

### 6.3 Reliability Analysis

The internal consistency of The survey has been established by calculating its dependability by the use of Cronbach's Alpha. According to Nunally and Bernstein (1994), the least alpha value that should be used for new scales is 0.60. If not, an alpha value of 0.70 is typically regarded as the standard for an established scale that is fundamentally consistent. Cronbach's alpha was found to be within an acceptable range, meaning that a value greater than 0.7 was chosen as the study's cutoff value. Table 3 shows that the questionnaire's total Cronbach's alpha value is 0.981, which is pretty high and suggests that the research tool was sufficiently dependable.

**Table 3 : Results of Reliability test**

Variable	Cronbach alpha
Fear of Mistakes (FOM)	0.804
Shyness (SHY)	0.616
Anxiety (ANX)	0.859
Lack of Confidence (LOC)	0.829
Lack of Self Esteem (LSE)	0.966
Lack of Motivation (LOM)	0.890
Cognitive Structure (CS)	0.825

Lack of Learning Attitude (LLA)	0.879
English Communication (EC)	0.879
<b>Over all Reliability of the Questionnaire</b>	0.981

**6.4 Correlation Analysis**

Results of correlation analysis of independent variables suggest that there is significant correlation among all of the variables. eight variables considered correlate significantly with the entire variables. Amongst all the factors taken under consideration, all the eight independent variables and one dependent variable (EC) have a significant relationship with each other(Table4).The highest level of correlation (0.942) was found between Lack of Motivation (LOM) and Lack of Self Esteem (LSE)variables and the lowest significant relationship (0.729) was between Shyness (SHY)and Fear of Mistakes (FOM).

**Table 4: Correlations**

	FOM	SHY	ANX	LOC	LSE	LOM	CS	LLA	EC
FOM	1								
SHY	.729**	1							
ANX	.888**	.842**	1						
LOC	.859**	.823**	.910**	1					
LSE	.861**	.763**	.889**	.906**	1				
LOM	.847**	.785**	.898**	.898**	.942**	1			
CS	.862**	.748**	.885**	.901**	.876**	.888**	1		
LLA	.819**	.785**	.869**	.896**	.918**	.934**	.867**	1	
EC	.870**	.823**	.890**	.913**	.908**	.904**	.914**	.907**	1

\*\* . Correlation is significant at the 0.01 level (2-tailed).

**6.5 Regression Analysis**

Stepwise Regression analysis was used to undertaken to establish the predictor-criterion relationship among the dependent and independent variables. It was carried out with the intention of find out predicted correlation between Psychological factors & their influence on English communication of college students in North India.

Using step-wise regression analysis, table5 and table 6 revealed that eight factors, taken under consideration, are significant predictors of English Communication (EC). In Table 5, R square at 0.916 suggests that these variable shareable to explain English Communication (EC) to the extent of 91.6%. The ANOVA values in relation to the regression model are shown in Table 6 indicating validation at 95% confidence level. The coefficient summary as shown in Table7 gives beta value of CS 0.328, which are fairly representative of their impact on English Communication (EC).

**Table 5: Regression for dependent variables**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.957 <sup>a</sup>	.916	.914	.23136

a. Predictors: (Constant), LLA, SHY, FOM, CS, LSE, LOC, ANX, LOM

**Table 6: Regression ANOVA table for dependent variables**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	238.471	8	29.809	556.890	.000 <sup>a</sup>
	Residual	21.893	409	.054		
	Total	260.363	417			

a. Predictors: (Constant), LLA, SHY, FOM, CS, LSE, LOC, ANX, LOM

b. Dependent Variable: EC

**Table 7: Regression coefficients table for dependent variables**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.103	.059		-1.755	.080
	FOM	.155	.035	.151	4.362	.000
	SHY	.244	.036	.194	6.840	.000
	ANX	.094	.045	.099	2.118	.015
	LOC	.086	.045	.088	1.915	.016
	LSE	.143	.039	.179	3.643	.000
	LOM	.023	.049	.025	.461	.005
	CS	.309	.036	.328	8.501	.000
	LLA	.209	.044	.212	4.781	.000

a. Dependent Variable: EC

### 6.6 Results of Hypotheses Testing

In the conceptual research framework, hypotheses were initially proposed and out of them, as shown in table 8, all hypotheses have been accepted.

**Table 8: Summary of Hypotheses Testing**

Hy. No.	Independent Variables	Dependent Variables	R-Square	Beta Coefficient	t-value	Sig Value	Status of Hypotheses
H1	Fear of Mistakes (FOM)	English Communication (EC)	0.916	0.151	4.362	0.000	Accepted
H2	Shyness (SHY)	English Communication (EC)		0.194	6.840	0.000	Accepted
H3	Anxiety (ANX)	English Communication (EC)		0.099	2.118	0.015	Accepted
H4	Lack of Confidence (LOC)	English Communication (EC)		0.088	1.915	0.016	Accepted
H5	Lack of Self Esteem (LSE)	English Communication (EC)		0.179	3.643	0.000	Accepted
H6	Lack of Motivation (LOM)	English Communication (EC)		0.025	0.461	0.005	Accepted
H7	Cognitive Structure (CS)	English Communication		0.328	8.501	0.000	Accepted

		(EC)					
H8	Lack of Learning Attitude (LLA)	English Communication (EC)		0.212	4.781	0.000	Accepted

**7. DISCUSSION**

The findings of this investigation show a clear connection between pupils' speech performance and psychological factors. The outcomes show that a few essential psychological elements have been identified as having an effect on students' oral presentations. These include a lack of drive, low self-worth, anxiety, shyness, poor cognitive structure (CS), a lack of learning attitude, and a dread of producing errors. These factors affect the students as well as the student presenting the work. seated among the spectators. Sato (2003) carried out research to find out how psychological variables affect a person's ability to talk. His research revealed that psychological variables are linked to students' interior conditions, in particular during oral performances, and that low self-esteem and a deficiency in self-assurance are the most frequent causes of oral performance difficulties. He said that although students have a strong desire to learn a new language, these psychological issues impede their progress.

The study's findings also demonstrate the connections between mental characteristics; for instance, shyness, motivation, or self-esteem can all contribute to low confidence. Previous literature has also demonstrated this point. According to research by Moosa et al. (2011) on female students in the ninth grade, shyness and self-esteem are positively correlated. While shyness could be the reason for students' low regard for oneself, each student's level of shyness may differ. Similarly, Park and Lee (2005) argued that The oral performance of students is largely reliant on their opinion of their speaking skill and assurance in oneself, and that a negative connection exists between students' anxiety levels as well as vocal performance. Students' performance in oral presentations will suffer the more anxious they are.

**Fear of Mistakes (FOM)**

The study's findings, which confirmed the existence of a substantial positive association, were Fear of Mistakes (FOM) and English Communication (EC) (H1; R-square = 0.916; Beta coefficient = 0.151; t-value = 4.362). Most of the participants in the current study agreed that the most common concern is the fear of making mistakes overall, and that the fear of mistakes is intimately linked to both poor self-esteem and anxiety. Fear of earning a low grade from or being made fun of by others professors and occasionally even receiving criticism from others are some of the elements that fuel one's dread of making mistakes. Ayub and Lodhi (2016) reported similar findings, demonstrating shyness or the anxiety associated with making errors can be contributing factors to anxiety. Juhana (2012) additionally revealed comparable results, namely that the majority of students fear committing errors as a result of are either terrified of being laughed at by their peers or because they have a poor command of the English language.

Zua (2008) offers many recommendations for potential strategies to help students get over their fear of making mistakes. She first recommends that teachers and students should develop emotional ties. In this sense, it is required of the pupils to feel at ease with their teacher and to have faith in the teacher's ability to correct their mistakes. Second, Zua continues, saying that teachers ought to aid students in improving their attentiveness when they are learning English. As she says, this can be achieved by cultivating a positive learning environment. The final advice is for the teacher to foster a calm environment that helps ease kids' anxiety. Under this situation, it is important to talk about how to correct students' conversational English errors and to stress that communication errors are essential to effective communication.

**Shyness (SHY)**

The empirical investigation of hypothesis 2 revealed a significant positive connection (R-square = 0.916; Beta coefficient = 0.194; t-value = 6.840) between shyness (SHY) and English communication (EC). Regarding potential remedies for shyness, Pesce (2011) asserts that it is critical for teachers to establish a welcoming and transparent classroom atmosphere. It is thought that by carrying out this, timid Students will be at ease making errors as they are learning. Students won't have to worry about their poor grammar and pronunciation in this method. They are brave enough to talk consequently, in their speaking class. In order to assist students overcome their shyness and stop fearing failure or success, proposes a solution to the shyness problem: encouraging students to view their shyness as something to overcome. It's worthwhile to try the above strategies for reducing shyness. Students who participated in this study stated that they needed to find a solution for their shyness. In this instance, they require direction from Lai and Seyedeh

(2017), who assert that a friendly and collaborative learning atmosphere will help pupils improve their oral performance difficulties made the same proposal, saying that making the classroom welcoming and open is essential to reducing students' timidity. Because of this welcoming atmosphere, timid students feel comfortable making mistakes when they talk. Instead of being self-conscious about their grammatical and pronunciation errors, shy students will be inspired to talk has provided evidence for the idea that in a pleasant environment, shy students do not view their shyness as a problem. Therefore, creating a welcoming environment is crucial to preventing students' psychological issues with speaking.

### **Anxiety (ANX)**

An independent analysis of the link between English Communication (EC) and Anxiety (ANX) revealed a strong positive relationship between the two domains. This result (R-square = 0.916; beta coefficient = 0.099; t-value = 2.118) is consistent with Hypothesis 3. According to research on enhancing students' speaking abilities, teachers should be more mindful of students' fear, which may be rather severe, and come up with strategies that encourage students to engage in more oral activities. Furthermore, offering pupils constructive criticism According to Keramida (2009), teachers should take note of motivated students and an inviting classroom atmosphere since these factors can reduce students' anxiety, boost their self-esteem, and promote their openness to communication (Noon-ura, 2008). Addressing fear in the classroom, says that teachers should tolerate a range of responses from reticent pupils. Students will feel more comfortable responding to inquiries from the teacher and taking part in all of the class activities as a result. Additionally, in keeping with this, Sato (2003) says that help lessen apprehension and determine An instructional method that will benefit every student in the class, teachers should also focus on the strengths and limitations of each individual student. Furthermore, Tiono and Sylvia (2004) recommend that educators concentrate on establishing a welcoming environment for learning in the classroom as this could support oral skill development and learning even more.

### **Lack of Confidence (LOC)**

The empirical investigation of hypothesis 4 demonstrated a strong positive connection (R-square = 0.916; beta coefficient = 0.088; t-value = 1.915) between English communication (EC) and lack of confidence (LOC). Regarding a potential remedy for the insecurity of students, Ye Htwe (2007) offers a method for increasing students' self-assurance, suggesting that exposing more pupils to the language of English is a smart way to do it. In keeping with this, Kubo (2009) notes that teachers can regularly Give pupils the chance to practise accurate pronunciation and intonation as well as free conversation in order to increase their confidence in speaking English. Pupils will have greater faith in their capacity to speak English after doing this. As a result, teachers should foster a relaxed environment where students feel valued and encouraged to speak in English.

Liu and Huang (2010) proposed that teachers should increase students' self-confidence in order to overcome psychological elements like a deficiency in desire. Concurred that educators have to foster their students' self-assurance. They provide an example of how teachers might commend their students either during or following the speaking exercise. Students will feel inspired and more secure to speak up in class if you give them praise. Mas (2016) backed up the idea that teachers should offer encouraging remarks to encourage students to communicate. Students who receive motivational remarks feel more confident in themselves. The students benefit from the feedback in terms of motivation and English communication. According to Dawood (2015), achieving self-esteem and building self-confidence generally requires perseverance and patience, which are some crucial solutions that are essential in boosting kids' motivation to talk. Thus, a number of investigations draw the conclusion that boosting students' drive to speak is significantly aided by self-confidence.

### **Lack of Self Esteem (LSE)**

Lack of Self Esteem (LSE) and English Communication (EC) showed a substantial positive connection (R-square = 0.916; Beta coefficient = 0.179; t-value = 3.643) in the empirical investigation of hypothesis 5. According to Wenas (2002), self-esteem is a behavioural assessment of one's own worth. It displays how pupils are managing to take on more responsibilities. Those whose parents are both proud of their accomplishments and understanding of their failures are the ones with strong self-esteem. They both have upbeat opinions. Conversely, those who lack self-worth place less significance on their accomplishments.

According to theory, self-efficacy—believing in one's own ability to carry out an activity—and self-esteem—confidence are necessary for any effective cognitive or emotional action. In a similar vein, Huit (2004) said that the majority of these issues are strongly tied to psychological elements, among which self-esteem plays a decisive role in language acquisition. The takeaway is that one should not undervalue the significance of self-esteem as a critical component influencing language acquisition. One could argue that without self-esteem, no activity can be completed satisfactorily.

According to Rosenberg and Owen (2001), descriptions of individuals with low self-esteem are grounded in empirical study. Individuals having poor regard for themselves exaggerate situations as being bad and are more bothered by failure. For instance, people frequently take remarks that are not critical as critical. They are more likely to struggle with interpersonal confidence issues and social anxiety. Because of this, individuals find it difficult to communicate socially with others and feel uncomfortable, shy, sceptical, and unable to express themselves fully.

According to having a strong sense of self-worth comes from having a balanced perspective on oneself. It's acceptable for people to acknowledge their shortcomings from time to time. They must acknowledge that they are all flawed and decide whether or not they wish to become better versions of themselves. They must also be aware of, appreciate, and rejoice in their accomplishments.

### **Lack of Motivation (LOM)**

The results (hypotheses 6) most prominently show that English Communication (EC) is substantially impacted by Lack of Motivation (LOM) (R square = 0.916; Beta coefficient = 0.025; T value = 0.461). According to Aftat (2008), teachers should constantly assist and encourage their pupils in addition to probing them with questions that go to the core of their issues in order to boost their motivation. This becomes crucial because motivating pupils makes them feel safe and included in their education. Offer additional recommendations for boosting students' motivation. They state that teachers can engage in activities such as enhancing pupils' awareness of the importance of English, piquing their interest in the language, and fostering their self-assurance to aid them in overcoming their deficiency in drive. According to the results of a study by Abda (2017), a lot of Students agree that they are unable to practise their primary language is English due to their lack of drive, self-assurance and a fear of failure.

### **Cognitive Structure (CS)**

The two dimensions of Cognitive Structure (CS) and English Communication (EC) have a positive correlation, according to the independent study (R-square = 0.888; Beta coefficient = 0.328; t-value = 8.501). This discovery validates Hypothesis 7. Utilising cognitive methods is essential to helping students advance shifting from "knowledge telling" toward "knowledge transformation," strengthen their literacy and language in academia, and increase their argument writing abilities (Bereiter & Scardamalia, 1987). A substantial corpus of research on the processes used by seasoned authors and readers to create authors and readers to serves as the foundation for the application of cognitive strategy education. Numerous studies show how effective it is to apply cognitive strategies when reading (Block & Pressley, 2002; Paris et al., 1991; Tierney & Shanahan, 1991).

In a similar vein, Graham and Perin (2007) show that, out of the 11 essential components of writing teaching, strategy instruction works best for all students—especially those who struggle with writing. Utilising an apprentice model in which the teacher acts being an eminent member of a community of learners, this approach draws from cognitive, socio-cognitive, and socio-cultural theory (Englert et al., 2006). It also emphasises the use of cognitive strategies as a means of promoting higher-order thinking and fosters collaboration among teachers, students, and teachers. The underlying theory of action states that treatment teachers execute research-based guidance provided through a variety of curriculum materials over a two-year period.

### **Lack of Learning Attitude (LLA)**

The empirical investigation of hypothesis 8 demonstrated a strong positive connection (R-square = 0.916; Beta coefficient = 0.212; t-value = 4.781) between English communication (EC) and lack of learning attitude (LLA). Teachers can encourage students to talk in class even when they are not proficient speakers by providing them with real-world activities and resources (Rusreena et al., 2018). According to teachers can engage in activities that help students comprehend the importance of English and enhance their interest in the language. Further evidence for this claim was provided by Sakiroglu and Dikilitas (2012), who stated that highly driven students will enjoy and put forth

effort into learning the language. They also asserted that learning ought to be engaging, thought-provoking, and inspiring. Engaging in a variety of Learning exercises will motivate pupils. Therefore, a range of activities and materials in the classroom aid in motivating pupils to provide their best verbal demonstrations.

## **8. CONCLUSION**

This study's goal was to ascertain the psychological elements that influence college students' speaking abilities and to investigate potential student-perceived strategies to mitigate those variables. Consequently, it has been discovered that shyness, insecurity and poor cognitive structure are the primary psychological factors preventing prevents pupils from speaking during class. Most of the pupils were afraid to talk in English, which prevented them from speaking with confidence. Thus, in order to help them get over the mental obstacles preventing them from speaking in English, students offered alternatives such as engaging activities, the role of the teacher, a positive learning environment, and a strong relationship between the teacher and students.

## **9. FUTURE PROSPECTS**

Following an analysis of the psychological elements influencing public speaking, the expectations or desires of the students were determined. As a result, it was crucial to provide appropriate directions when teaching speaking. Engaging speaking exercises will undoubtedly help pupils enhance their verbal communication abilities greatly. Based on the results, it is evident that collaborative work, educational resources, and idea sharing should all take place in a proper setting. According to Kayi (2006), teachers should assign speaking exercises to their students. These exercises include role plays, group discussions, information gaps, generating ideas, telling stories, finishing stories, and dealing cards. These kinds of exercises are particularly useful for group projects where students must cooperate in order to voice their opinions. Additionally, teachers should speak less in class and allow students to speak more. In this way, teachers would be acting as facilitators, watching how the activities are going and offering help when needed. Students would be more engaged in class and feel that their education has purpose when these educational concepts were implied.

## **10. LIMITATIONS**

This study has a few drawbacks. The survey only included 500 students and was only conducted at a few colleges. As a result, it is advised that future research take into account a larger sample size. Additionally, The study's data was acquired solely through questionnaires and was completed utilising a quantitative methodology. Thus, it is advised that a qualitative technique be used in future study in order to get more information. This can be achieved by document analysis, student observations and interviews to gain additional insight into the psychological elements that affect students' public capacity for speech.

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