Stress Coping Skills and English Language Attitude of College-Going Students in Chennai

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Abstract

Stress and stress coping skills of college students during their learning process are novel topics among the research scholars searching for the psychological reasons behind the problems of adolescents in educational institutions. As adolescents are in an age of transition, stress-related problems are very common among them and their developmental process in cultivating their identity in adjusting to the environment. This paper provides the link between the stress coping skills of college students in their English learning process. This has proved that a moderate correlation exists between stress coping skills and the English learning attitude. The alarming rate of suicides among college students has motivated the researcher to bring out the facts between these two variables. The differences, associations, and relationships between these two variables are statistically proven with gender, community, Location, Residence, etc. The teaching communities, parents, and educators need to understand this fact to help the students cope with their learning process.

Keywords

Stress, Coping Skills, English Language, Students in Chennai, Brain, Nervous System, Physical Condition of The Body.

Introduction

The life span development of the human person is multidimensional, such as physical, intellectual, emotional, relational (Social), moral and spiritual. Anything in one sphere of life affects the other part of life (D. K. Sharma, et al 2021). The interactive role of both heredity and environment plays a vital role in making a person (Ishaq, A., et al 2021). Our behaviour is an end product of many factors such as the brain, nervous system, physical condition, knowledge, attitude, value systems, mental condition, socio-cultural factors, and personal experiences (Joseph, F. J. J., 2020); (Rupapara, V., et al., 2020).

The researcher focuses his attention on the late adolescent stage of college students (Joseph, F. J. J., et al., 2021). The major task of this stage is moving from a dependent to an independent stage and establishing the person's identity (Laxmi Lydia, E., et al., 2020); (Luigi Pio Leonardo Cavaliere, 2021); (S S Rajest, P. Suresh, 2021). The thesis discusses the psychological and emotional issues caused by Bio-psycho-socio-cultural environment factors such as Gender, Family, competition, cultural membership, stress and stress coping skills, especially during their learning period, in particular with English learning during this late-adolescent stage (Nasir Abdul Jalil and Koay Kian Yeik. 2019); (Rustam, F., et al., 2021).

Review of Literature

The various studies on the psychology of student/ youth explain in detail the individual and social adjustment problems, physical and mental health problems, emotional problems and problems related to stress and stress coping skills (Rajendran, S., 2021); (Yousaf, A., et al., 2021). It is identified that many youths do not have opportunities to experience positive stimulation for growth or nurturing support from family, friends and community. Illiterate parents, the fast growth of population, religious rigidity, poor economic conditions, remote village areas and sex discrimination are some factors that hinder youth development (Sooraj Kumar Maurya, et al., 2020).

The college-going students suffer from extreme restrictions, which include the suppression of thought, feelings and anxieties, leading to repression, suppression and low levels of stress-related problems (Rupapara, V., et al., 2020); (Sadiq, S., et al., 2021). The low level of stress coping skills has its negative consequences: problems over self-control, anger, unhealthy behaviours, interpersonal relationship problems, the problem of becoming intimate, unresolved loss and grief issues, etc..... Hence, it is imperative to make an in-depth study on the levels of English language learning attitude and stress coping skills of student youth in the adolescent stage, which would facilitate healthy enablement of

educational development of the student community (Roy Setiawan, et al., 2021); (S S Rajest, P. Suresh, 2019).

Factors to Research Concerns

- The attitude of the elders who resist social changes and novelty creates tension between elders and the youth; the college-going students who are prone to fast cultural and social changes, therefore, are prone to suffer stress (S S Rajest, P. Suresh, 2018).
- The college students are energetic and creative, but they suffer stress due to their lack of experience in life realities.
- Lack of understanding to handle emotional issues related to physical/emotional/sexual patterns contributes to stress.
- The fast development of science and technology and its application in society and its demands to cope with creating tremendous stress experience among the college-going students.
- The vast gap between physical and intellectual maturation on the one hand and social maturation impel stress.
- The contradictory behavioural patterns of their parents, teachers, and relatives contribute to stress factors (Rupapara, V., et al., 2020).
- The researcher observed that college students behave differently for the same given problem. What affects one girl does not affect the other. Some cases go to the extent of attempting or committing suicide, and others do not seem to be affected by the same issue/problem.
- When someone doesn't get the desired degree or rank, they start complaining about the parents, teachers, and society for their failures. Few even leave the courses uncompleted or continue them with less motivation (Roy Setiawan, et al., 2021).
- The ever-growing unemployment problem makes them unrest and suspicious over their future with negativity (Rupapara, V., et al., 2020).
- The confusing value system projected through media often makes them less productive and vulnerable, often puts them into an unrealistic glamorous lifestyle.
- The changing family systems from joint to nuclear due to various reasons lead them to the negligence of social control, support and guidance. Studies show that among college students, about 50% suffer from health problems, 15% suffer from mental disorders like Depression, Anxiety, Hysteria, Somatoform disorders, adjustment reactions, and alcohol and drug abuse. Such stress factors considerably bring down

self-esteem and stress coping skills, which forces them to attempt and commit suicide.

1. Hypothesis of the Study

- The lower the stress coping skills lower the English language learning attitude.
- The higher the stress coping skills, the higher the English language learning attitude level among college-going students.
- Urban students have higher stress coping skills than rural students.
- Urban students have a higher English language learning attitude than rural students.

2. Objectives of the Study

The study's primary objective is to study the stress coping skills and English language learning attitude of the college-going students in rural and urban Chennai and suggest psychological mediation to positive stress coping capabilities and English language learning attitude among them.

Theoretical Framework

1. Stress

Stress includes (i) General Adaptation Syndrome (GAS), which has three stages:

Alarm Reaction stage: The presence of a poisonous boost or stressor prompts initiation of the adrenal pituitary-cortex framework. This triggers the arrival of chemicals creating the pressure reaction. Presently the individual is prepared for acute stress.

Resistance stage: If stress is drawn out, the opposition stage starts. The parasympathetic sensory system calls for more wary utilisation of the body's assets. The organic entity puts forth attempts to adapt to the danger through conflict.

Exhaustion stage: Continued openness to a similar stressor or extra stressors depletes the body of its assets and prompts the third phase of fatigue. The physiological frameworks engaged with alert response and opposition become inadequate and lead to pressure-related illnesses, for example, hypertension.

2. Coping Strategies of Endler and Parker

- Task-oriented Strategy involves obtaining information about the stressful situation and alternative courses of action and their probable outcome.

- Emotion-oriented Strategy involves efforts to maintain hope and control one's emotions; it can also involve venting anger and frustration or deciding that nothing can be done to change things.
- Avoidance-oriented Strategy involves denying or minimising the seriousness of the situation; it also involves conscious suppression of stressful thoughts and their replacement by self-protective thoughts.

3. Lazarus Transactional Model of Stress and Coping

The Transactional Model of Stress and Coping is a system for assessing adapting to unpleasant occasions (R Parveen, 2020). Upsetting encounters are interpreted as individual climate exchanges. These exchanges rely upon the effect of the outer stressor. This is interceded by the individual's evaluation of the stressor and the social and social assets available to them right off the bat. When confronted with a stressor, an individual assesses the expected danger, known as essential examination. Essential evaluation is an individual's judgment about the meaning of an occasion as upsetting, positive, controllable, testing or insignificant. The auxiliary evaluation incorporates surveying individuals' adapting assets and choices when confronting a stressor. Auxiliary evaluations address what one can do about the circumstance.

4. Carver's Coping Inventory Scale

Scales (sum items listed, with no reversals of coding) as shown in table 1.
Scoring

> 1 = I usually don't do this at all
> 2 = I usually do this a little bit
> 3 = I usually do this a medium amount
> 4 = I usually do this a lot

Table 1 Carver's Coping inventory scale

Elements	Question numbers	Maximum possible score
Positive reinterpretation and growth	1, 29, 38, 59	16
Mental disengagement	1, 29, 38, 59	16
Focus on and venting of emotions	3, 17, 28, 46	16
Use of instrumental social support	4, 14, 30, 45	16
Active coping	5, 25, 47, 58	16
Denial:	6, 27, 40, 57	16
Religious coping	7, 18, 48, 60	16
Humour	8, 20, 36, 50	16
Behavioural disengagement	9, 24, 37, 51	16
Restraint	10, 22, 41, 49	16
Use of emotional, social support	11, 23, 34, 52	16
Substance use:	12, 26, 35, 53	16
Acceptance	13, 21, 44, 54	16
Suppression of competing activities	15, 33, 42, 55	16
Planning	19, 32, 39, 56	16

5. English Language Learning Attitude

Language learning is a skill that is the basic process in any educational institution. Students undergo positive or negative emotions under stressful situations in their learning process. It is quite harder for first-generation students who learn English first. They need to acquire coping skills to win the learning process. Right guidance from the parents, teachers, friends and conducive circumstances would help them learn better by increasing their coping skills.

6. English Language Proficiency and Attitude Scale

Scales (sum items listed, with no reversals of coding) as shown in table 2.

Table 2 English Language proficiency and attitude scale

	Language attitude	Language proficiency	Business English level	Learning attitude	Perceptions	Performance indicators
Items	7	37	18	14	8	6
Max score	28	148	64	56	32	24

Scoring: Always (4),   Most of the time (3), Sometimes (2) and Never (1)

7. Preparation of the Tool

The first step in the preparation of the tool is the collection of several statements about the topic. This is possible through studying literature from journals, magazines, newspapers, and textbooks. Here the statements are related to the Self-esteem and stress coping skills of rural and urban college girls.

8. Validity of the Tool

A tool possesses validity to the extent that it measures what it claims to measure. The investigator used in this research the already validated scales standardised by the respective authors, namely M.D/Paul and Mr Carver (Coping skills).

9. Reliability of the Tool

After getting the guide's approval, the final tool was administered to some students randomly. These students' responses were scored. The same tool was administered to the same set of the students after 15 days, then both sets of scores were compared. It was found that there was not much difference between the two sets of scores. The coefficient of reliability was found to as 0.70. Hence the questionnaire was found to be reliable.

10. Administration of the Tool

The investigator personally visited the colleges with the permission of the concerned heads of the colleges and explained the details to the concerned authorities. The personal data form and the questionnaire were administered to 350 students in the colleges of Chennai Educational district. The internet filled up the questionnaires since the students were only available from homes due to corona lockdown. Doubts raised by the respondents regarding certain terms were cleared. The uncompleted and wrong entries were eliminated, and thus, 300 forms were selected for analysis.

Theoretical Frame Work

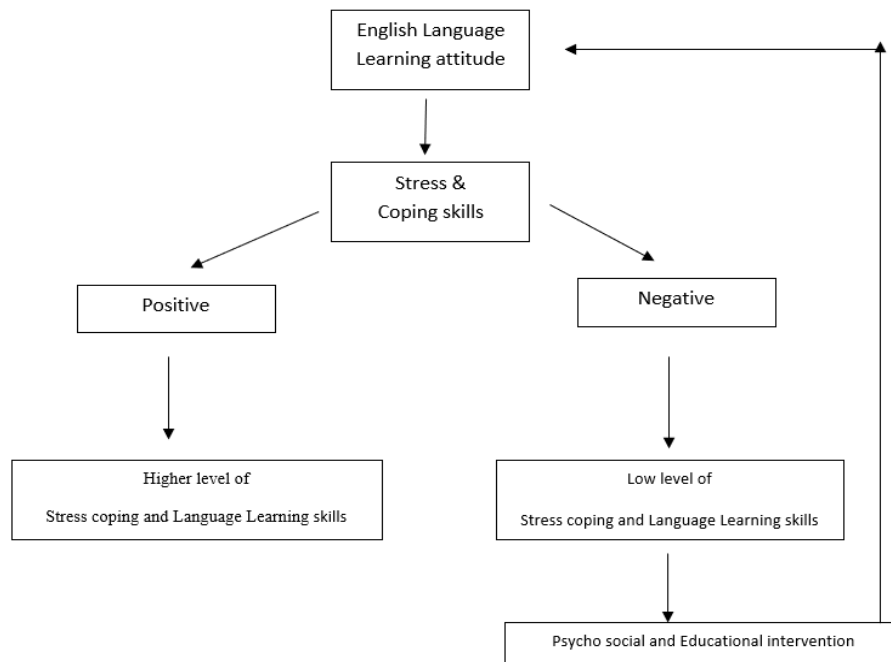There is a Framework in English Language Learning Attitude, as shown in figure 1.

Figure 1 Framework in English Language Learning Attitude

1. Research Design Tools

The research is descriptive and follows the survey method. The population for the present study consists of 300 college students studying in Chennai Metropolitan and adjutant rural Educational areas. A random sampling technique was used for the data collection. The stratification has been done based on gender, religion, caste, nature of college, medium, locality, father's education, mother's education, and parents annual income. Statistical Techniques such as Descriptive Data Analysis, Mean, Standard deviation, t' test, Anova,

Chi-square, Pearson product-moment Correlation were carried out. The research investigator prepared a general data sheet; Tools such as Carver's cope inventory scale and English language attitude scale by M.D. Paul was used.

Findings

- Age plays an important role to analyse the developmental changes in any experimental objects of study 93.2% of 19 to 21, 5.4% of 22 to 24 and 1.4% of 25 & above age groups were interviewed.
- Community. Caste plays an important role in forming the psyche of the Indian people. Without analysing the caste background of the people, no study would be fulfilled in finding the depth of any problem. According to this study, 52% of F.C.'s, 22.8% of MBC's, 6.7% of B.C.'s, 17.1% of S.C.'s and 1.3% of S.T.'s were interviewed.
- Religion is also an inseparable element of people's lives in India. Any social analysis should consider this variable so important that it determines peoples' attitudes. This study has interviewed 79.4 % of Hindus, 8.8 % of Christians and 11.8% of Muslims.
- College types determine the quality of one's perceptions and behaviours. This study has interviewed 94.7% of science and 5.3% of art college students.
- Course types: 92.7% of U.G., 4.7% of P.G. and 2.7% of PhD and other courses.
- Location of the Colleges: 28.3% of Rural and 71.7% of Urban Colleges were interviewed.
- Family types: 60% of Single, 25.7% of joint and 14.3% of separated families
- Part-time jobs. Most colleges encourage their students to do a part-time job and their studies. 16% of the samplings were interviewed from the students who do part-time jobs and their regular college studies.
- Residence: 98.7% of Home comers and 3.3% of hostellers.
- Generations of study: 13% of 1st generations and 87% of 2nd generation students.
- Father's occupations: 16.3% of Businesses and traders and 83.7% of other types of jobs
- Father's education: 71.3% of educated and 28.7% of uneducated parents
- Mother's education: 72.7% of educated and 27.3 of uneducated mothers
- Father's income: 30.3% of Below 25000, 24% of 25001 to 50,000, 33.3% of 500001 to 100000 and 12.3% of 100000 and 200000 per month.
- English Language Attitude: 50% of average, 25% of low and 25% of high levels of attitudes. It is explicitly concluded that most students have only average English language attitudes.

Suggestions

1. T-test and Annova: English Language Attitude

- 5% level of difference among types of courses studied and Fathers educations.
- There is no difference among Genders, Communities, Religions, types of subjects studied, the location of the colleges studied, family types, and persons having and not having part-time jobs. Residences, generations, Fathers occupations, Family income and Age groups.

2. Chi-square for Associations: English Language Attitude

- There is a 5% association with Fathers incomes and English Language Attitude
- There is no association with Genders, religions, communities, College types, College types, college locations, family types, having and not having a part-time job, Residences, generations of study, Fathers occupations, and age.

3. Correlation: English Language Attitude

- There is no correlation between the following variables with the English language attitude. Gender, Community, Religion, Course types, Locations of colleges, Family type, having and not having a part-time job, Residences, generations, fathers occupations, Mothers educations, Fathers educations and age.

Stress Coping Skills

1. T-test and Annova for Differences

The Hypothesis on Stress coping skills proved a significant difference between rural & urban students, Hostel and homecoming students. And there is no significant difference between students from Joint & Nuclear families, Arts and science students, First-generation and other students, Literate and Illiterate parents. The ANOVA test on the elements of stress coping skills proves a significant difference between the communities and parents Monthly income of parents. There is no significant difference between Age groups, course of studies, Medium of studies and Religions.

2. Chi-square Test for Association

The Chi-square test on stress coping skills proves an association between Age groups, locality, Place of stay (Hostel or Home), Having part-time jobs, having an interest in games, the type of games played. There is no association between Course of studies, Medium of

studies, subjects of studies, Religions, communities, First-generation students and others, Types of family, Parents' Education and their Monthly incomes.

Derivations and Conclusions

- The present study has proved a moderate level of relationship between English learning attitude and stress coping skills. The positive developments in these elements of stress coping skills increase the level of English learning attitude of the individual, which in turn are related to the stress coping skills of the individual.
- Today, the students are tossed up with contradicting moral issues and are very confused, which lowers their stress coping skills. The educational institutions need to take utmost care in providing avenues of promoting stress coping skills and self-control. Such proactive steps would help the students not fall into unnecessary provocations but rather to mastery over their realities.
- From the analysis and its inferences on samples, the researcher derives no significant difference between rural and urban girls in English learning attitudes.
- There is a significant difference between the rural and urban students about the stress coping skills.
- This study has proved a moderate level of relationship between English learning attitude and stress coping skills. This calls for the fact that though every human being has the responsibility to study with the right learning attitude, educational institutions need to provide a platform for catering to the psychological dimension of the students at this crucial stage.

Contributions and Suggestions

- Resulting from this research, the researcher has developed a comprehensive module with 40 essential soft skills to be adapted during higher educational stages and avenues.
- Training programmes to enable English learning attitude and stress coping on Bio-psycho aspects of adolescent, sexuality and human behaviour, mental and physical health, changing social norms and patterns of life, conflict and stress management, interpersonal relationship for holistic development could become an integral part of higher educational performances at University/College levels.
- Student counselling services with trained counsellors (other than course teachers as counsellors) would accelerate the psychological health at this late-adolescence stage of the academic student community.

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