

Life Coping Skills & English Language Attitude among College Students in Chennai

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Abstract

Man is a social animal. Any education aims to form the person to live following others. It is an essential quality during the adolescent period, especially for college students. This study focuses on the life coping skills of students such as home, health, social, emotional and educational in their developmental period along with their learning attitude, especially the English language in and around Chennai. Becoming a person of sociability will enhance their learning attitude. The major problems concerning adjustment include a series hierarchy and differences in Emotional, Social, Health, Home and Educational realms. Though every human being is responsible for growing with their identity, educational institutions need to provide a systematic and scientifically proven psychological ground or avenue to foster integrated human persons. According to Erickson, a healthy personality is the ultimate task of any young person during adolescence.

Keywords

Life Coping Skills, English Language, Attitude Among College Students in Chennai; Determines the Emotional Growth, Ability of A Person.

Introduction

A Study into the Problems Life Coping Skills English language learning attitude Among Early Adulthood in Higher Education is the central issue of this research (Borchard, T., 2010). Life coping skills are an integral human condition that determines the individual's emotional growth, which affects a person's learning ability (R.S. Lazarus, 2016).

Early Adulthood, The Target Group of the Study

The youth, namely the college-going students, are treated as the target group for this study (William J. Goode and Paul K. Hatt, 1952). They are in their early adulthood are dispositional to various psychological factors that influence their growth (E.G. Parameshwaran and C. Beena, 2004). The period of adolescence is the most precarious period that the youth face incredible challenges of life-coping skills to blossom into integrated human persons (D.K. Sharma, et al, 2021); (Laxmi Lydia, E., et al., 2020); (Rupapara, V., et al., 2020).

Adolescence: A Period of Challenges and Development

Youngsters from valuable HR in each country (Ishaq, A., et al., 2021). The youngsters in the age gathering of 10-24 yrs in India establish one of India's valuable assets portrayed by development and advancement and is a period of weakness frequently impacted by a few inherent and extraneous elements that influence their wellbeing and security (Joseph, F. J. J., 2020); (R Parveen, 2020). Almost 10-30 percent of youngsters experience the ill effects of wellbeing affecting practices and conditions that need critical consideration from policymakers and general wellbeing experts (Joseph, F. J. J., Nonsiri, S., & Monsakul, A., 2021). Nourishing problems (hunger and over-sustenance), tobacco use, destructive liquor use, other substance use, high-hazard sexual practices, stress, normal mental issues, and wounds (street traffic wounds, suicides, viciousness of various kinds) influence this populace and have an enduring effect (Luigi Pio Leonardo Cavaliere, et al., 2021); (Nomani, M. & Parveen, R., 2021).

Adolescence and Mental Health

Youthful age normally addresses a 'Travel' among adolescence and adulthood (Nasir Abdul Jalil and Koay Kian Yeik., 2019). This period of life is an exceptionally weak period in view of the concurrent cooperation of Bio-psycho-social elements. Subsequently youngsters structure a 'hazard bunch' locally (Rajendran, S., et al., 2021). The capacity to adapt and act in the normal jobs in this age bunch relies upon a decent "homeostasis" in the youngster's family, ecological and character perspectives (Roy Setiawan, et al., 2020);

(SS Rajest, P. Suresh, 2018). The presence of one or the other transient or relentless emotional well-being issues can essentially influence social connections and scholarly execution (Rupapara, V., et al., 2020); (G.S and S. R. Raja. T, 2021). High whittling down rates in undergrads and scholastic underachievement can be identified with passionate variables, however the reason essentially can be multi-factorial (Roy Setiawan, et al., 2021); (Rupapara, V., et al., 2020).

As has been seen by the psychological well-being experts related with school emotional wellness administrations (Rehana Parveen, 2018), 'late juvenile, school going people are exceptionally powerless against the impediments in self-awareness (Rehana Parveen, 2020), forced by passionate unsettling influences of shifting seriousness (Rustam, F., et al., 2021). Moreover, issues in an understudy populace are interesting (Rupapara, V., et al., 2020); (S S Rajest, et al., 2018). A considerable lot of the troubles are identified with formative issues of sexual orientation, confidence, rivalry and social participation in a populace on the move (Sadiq, S., et al., 2021); (Yousaf, A., et al., 2021b). These formative issues lead to unclear manifestations of uneasiness and melancholy (G. Sathya Prabha, et al., 2019), rather than to obviously characterized passionate unsettling influences one would expect in an overall grown-up populace (Sooraj Kumar Maurya, et al., 2020); (Żywiołek, J., et al., 2021).

Mental Health Problems

A youngster can have specific issues like unreasonable apprehensions (Rehana Parveen, 2019), trouble/misery (G. Sathya Prabha., et al., 2021), weird practices (Nomani, M. Z. M. & Parveen, R., 2020), for example, being dubious, powerlessness to believe individuals, social withdrawal and disconnection, medication or liquor misuse (S S Rajest, P. Suresh, 2019); (Żywiołek, J., et al., 2021). These issues can show ostensibly as follows;

- Poor memory
- The decrease in scholarly execution
- Lack of certainty, inadequacy sentiments, absence of drive
- Absenteeism
- Being dull and removed
- Poor consideration/fixation
- Subjective trouble, sensations of uselessness, terribleness (Sonawane, P. A., 2021).
- Frequent objections of weakness bringing about successive clinical meetings (R Parveen, 2018)
- Being factious/no-show/withdrawn

- Aggressive and vicious
- Not being reliable/powerlessness to maintain rules
- Drug and liquor misuse
- Deliberate self-hurt (Suicidal endeavors)
- Poor motivation control
- Strange and complicated practices
- Dramatic and consideration looking for practices

We should not forget that these symptoms or problems are often present in the individual in various combinations.¹

Depression among Indian College Students

- From 1980 to 1986, the suicide rate for African-American males ages 15-19 increased more than 100 percent.
- Four out of every five young people that contemplate or attempt suicide exhibit clear warning signs.
- One out of every five young people and one out of every four college students or adults suffers from some form of diagnosable mental illness.
- About 19 percent of young people contemplate or attempt suicide each year.
- Suicide is the third leading cause of death among people ages 15-24 and the second leading cause of death in college students ages 20-24.
- Over 66 percent of young people with a substance use disorder have a co-occurring mental health problem (R Parveen, (2021).
- 80-90 percent of people that seek the necessary form of mental health treatment can function the way they used to.
- Stereotypes are one of the largest barriers preventing young people from seeking the help they need.
- Teens diagnosed with depression are five times more likely to attempt suicide than adults.
- Over two-thirds of young people do not talk about or seek help for mental health problems.
- 44 percent of college students reported feeling symptoms of depression.

¹ Ibid.

- An estimated 5 million young females suffer from eating disorders each year, and eating disorders are the deadliest mental illness, claiming more lives than any other illness.

The Primary Objective

- To study the dimensions of life coping skills and the learning attitude of English language of adolescents (R Parveen, 2019).

1. The Derivative Objectives

- The Exploration of the level of life coping skills and the learning attitude of English language concerns among the college students.
- Study the differences, association, and relationships between the independent variables such as college students' age, education, family type, medium of study, socio-economic conditions, rural and urban, etc.
- Estimation of the differences between loneliness, identity and life coping skills between rural and non-urban college students (Nomani, M. & Parveen, R., 2020).
- And evolving possible strategies to challenge the problems of life coping skills and learning the English language with a better attitude.

2. Research Hypothesis

Based on the objectives and the research problem, the following hypotheses are formulated:

- The lower the level of life coping skills, the lower the level of learning attitude of English language among college students.
- Rural students have a lower level of life coping skills than the urban students.
- Male students have a higher level of coping skills than female students.

3. Conceptual Clarification: Life Coping Skills and Adolescents

• Life Coping or Adjustment Skills

The present study deals with Life Coping Skills, otherwise known as Life Adjustment Skills. Coping skills refers to balancing conflicting needs or needs against obstacles, the problems of loneliness and identity crisis caused by environmental factors. Coping skills are otherwise called specific psychological skills required for problem-solving. Lazarus (2001) characterized adapting abilities or the Adjustment abilities as a method of overseeing and adapting to different requests and cycles of life. Great (1959) states that change is finding and embracing methods

of conduct appropriate to the climate or the progressions in the climate. Paranmeswaran and Beena (2004) characterized change as an interaction in which a living being gets a specific method of acting or acting or changes a current type of conduct or activity. Spaces of Coping (Adjustment) Skills: Emotional, Health, Home, Social and Educational.

- **Key Concepts**

- Adjustment: "a state on which the needs of the individual on the one hand and the claims of the environment on the other are fully satisfied," i.e. harmony between the individual and the objective or social environment.
- Home Adjustment: Low scores indicate satisfactory adjustment. Individuals scoring high tend to be unsatisfactorily adjusted towards their home surroundings.
- Health Adjustment: Low scores indicate satisfactory health adjustment and high scores unsatisfactory adjustment.
- Social Adjustment: Individuals scoring low are submissive and retiring. High scores indicate aggressive behaviour.
- Emotional Adjustment: High scores indicate unstable emotion. Individuals with low scores tend to be emotionally stable.
- Educational Adjustment: Individuals scoring high poorly adjust to their curricular and co-curricular programmes. Persons with low scores are interested in educational activities.

- **Adjustment Inventory for College Students (AICS)**

A.K.P. Sinha and R.P. Sinha develop the "Adjustment Inventory for College Students" (AICS). This scale contains 102 items: Home -16, Health – 17, Social -22, Emotional -29 and Educational -18 items are randomly distributed on the scale, as shown in table 1.

Table 1 Adjustment Inventory for College Students (AICS)

	Home	Health	Social	Emotional	Educational
Items	16	17	22	29	18

The scale gives a Holistic estimate of the adjustment of an individual. The subjects can be classified into five categories following the raw scores on the inventory. The five different categories of adjustment are:

- A= Excellent
- B = Good
- C = Average
- D= Unsatisfactory
- E= Very unsatisfactory adjustment

- **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 the stressful situation in their learning process. It is quite harder for first-generation students who learn English for the first time. 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.

- **English Language Proficiency and Attitude Scale**

M.D. Paul has developed this 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

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

- **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 stress coping skills and English language proficiency tests of rural and urban college students. The reliability and the validity were testified.

- **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 500 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.

- **Theoretical Framework**

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

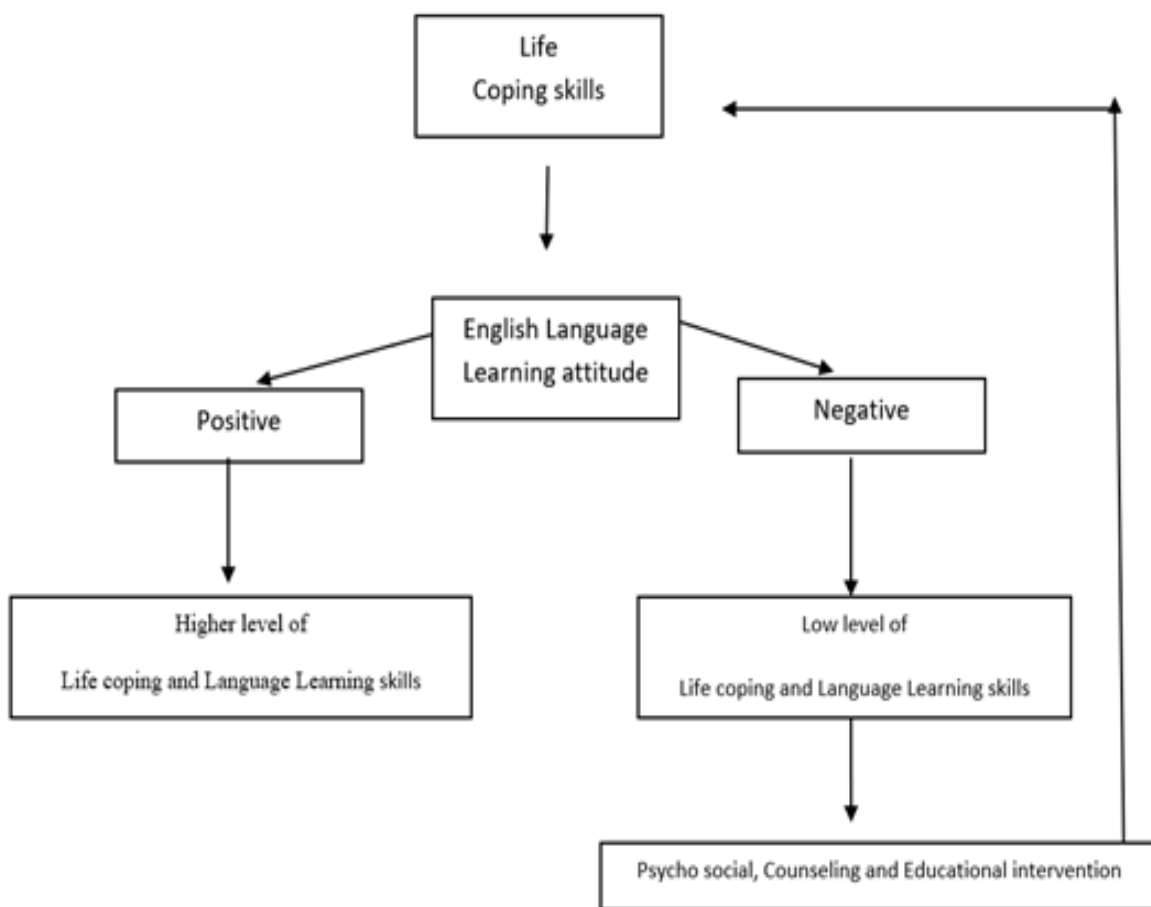


Figure 1 Framework in English Language Learning Attitude

- **Research Design Tools**

The research is descriptive and follows the survey method. The population for the present study consists of 500 college-going 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.

Findings, Suggestions and Conclusions

1. Independent Variables

Age 93.2% of 19 to 21, 5.4% of 22 to 24 and 1.4% of 25 & above age groups were interviewed. Religion: 79.4 % of Hindus, 8.8 % of Christians and 11.8% of Muslims. Community: 52% of FC's, 22.8% of MBC's, 6.7% of BC's, 17.1% of SC's and 1.3% of ST's were interviewed. College types: 94.7% of Science and 5.3% of art college students.

Course types: 92.7% of UG, 4.7% of PG 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. 16% of the students do part-time jobs and their regular college studies. Arrears: 56% have arrears and 44% no arrears.

Residence: 96.7% 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 Business and traders and 83.7% of other types of jobs. Father's education: 71.3% educated and 28.7% 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 attitudes towards the English Language.

2. 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.

3. Chi-square for Associations: English Language Attitude

There is a 5% association between 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.

4. 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.

5. Life Coping Skills

The different hypothetical tests prove that there is a significant difference among affecting variables with adjustment in overall adjustment score such as: who have and don't have arrears (0.001**), There is no significant difference among other affecting variables: gender, college shifts, Generations of study, residences (hostel and home, have and don't have a part-time job, Fathers education and mothers education. There is no significant difference between the residential places of college students on adjustment between hostel and home.

The ANOVA proves that there is a significant difference among affecting variables with adjustment in overall adjustment score such as residence; places rural and urban (0.006**), Monthly income of fathers (0.004**), Monthly income of mothers (0.003**). All other variables such as age groups, Colleges, Religions, Castes, Family type, and different occupations of fathers don't significantly differ between the variables. However, some of them affecting variables significantly differ between themselves at 1% and 5% level with some of the adjustment dimensions.

The chi-square test on adjustment proves that there is an association between the affecting variables with adjustment in overall adjustment score: such as years of education (0.003**), residential places rural and urban (0.019*), have and don't have arrears (0.010**), Fathers occupation (0.003**) and Mothers occupation (0.000**). All other variables Gender, age groups, different colleges, college shifts, specialization, Religions, castes, generation of students, Family type, Residential places, who have and don't have part-time jobs, Fathers education, Fathers income, Mothers education & income all don't have a significant association

with adjustment. However, some of them affecting variables significantly associated at 1% and 5% levels with some of the dimensions of adjustment.

Co-relation prove that there is significant relation above 1% level (0.09**) of Co-efficient of confidence between adjustment and English language learning attitude.

Suggestions

- The differences are found only among the variable: types of courses studied and Fathers' education regarding their English language. The associations are established only with Fathers incomes and English Language attitudes. No correlation is established with all the independent variables with English language attitude. Therefore, while teaching and learning English, these differences, associations and correlations should be considered. All the students have only more of the average level of English learning attitude. Therefore, the educational instructions need to revive their teaching content to increase students' attitude levels.
- The differences are found only among the variable: who have and don't have arrears, residence; places rural and urban, Monthly income of fathers, Monthly income of mothers regarding their dimensions of adjustment. The associations are established only with years of education, residential places rural and urban, have and don't have arrears, Fathers occupation and Mothers occupation and dimensions of adjustment. There is no correlation between all the independent variables with life coping skills. Therefore, while teaching and Learning, these differences, associations and correlations should be considered. All the students have only more of the average life coping skills. Therefore, the educational instructions need to concentrate on students' life adjustment and well-being.

Conclusion

This study has proved a high (1%) relationship between adjustment and English learning attitude. The major problems concerning adjustment include a series hierarchy and differences in Emotional, Social, Health, Home and Educational realms. Though every human being is responsible for growing with their identity, educational institutions need to provide a systematic and scientifically proven psychological ground or avenue to foster integrated human persons. According to Erickson, a healthy personality is the ultimate task of any young person during adolescence. Family, society, and educational institutions help them achieve persons with all the coping skills that will enable them to improve their learning attitude, especially with the English language.

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