

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 BACKGROUND**

Everyone experiences stress in their lives, and it is part of the human condition. Our modern life has brought people to many different life-threatening situations whether these are within a family, school, business organization or other social and economic circumstances. Therefore, stress is inevitable. However, different people have different views about stress as it comes from a variety of sources.

According to some studies, people suffering from chronic stress may be more vulnerable to everything from a common cold to an increased risk of heart disease (Morris and Maisto, 2008). The symptoms of stress can be seen in various ways such as fear, anxiety, worry, depression, headaches, etc. Many people have symptoms of stress without realizing it or looking for ways to deal with it. In phenomenological psychology, man is perceived as existing, so all experiences are related to the existence of human beings and the world. Our consciousness of experienced situations means that we are physically responding to it and sometimes this response takes the form of a feeling of stress (Pestonjee, 1999). Stress, therefore; is experienced as a restriction of our existence. In fact, stress is not always bad, it can have positive effect as well as negative consequences. Stress can help people to overcome difficulties and motivate them face problems.

A country needs people with a high quality of life. Students are the new generation who can make changes and create development for the country. However, student's life is subject to different kinds of stressors such as academic pressure, new responsibilities and financial problems. Students face social, emotional, physical and family problems which may affect their learning ability and academic performance.

According to Dr. Linwood Vereen's study (as cited in Lowe, 2004), many students experience stress due to lifestyles and activities, and many of them have feelings of being overwhelmed and stressed. A large number of students perceive stress as mental tension, pressure affecting work, and an inability to cope with things

which can cause frustrations, hopelessness and depression in life. Students confront different kinds of stressors throughout the academic year. Stress in students stems from exams, homework, long school hours to the expectations of parents. Students in secondary level may experience some stressors in life such as transferring schools, new learning environments or relationships with classmates. These stressors can become the obstacles to living a happy life. Many students have frustrations, feelings of helplessness and a lack of concentration in learning. Regardless of the situation, the effects can appear as in emotional, mental, physical and physical evidence during the year. Morris and Maisto (2008) reveal that experiencing too much stress for a long time can cause physical problems as well as psychological problems.

## **1.2 STATEMENT OF THE PROBLEM**

### **1.2.1 Main question:**

To what degree do M.1 students in the English Program at Patumwan Demonstration School experience stress and how do they cope with it?

### **1.2.2 Sub-questions:**

1.2.2.1 What causes the stress of M.1 students in the English Program at Patumwan Demonstration School and to what degree?

1.2.2.2 What is the stress level of M.1 students in the English Program at Patumwan Demonstration School?

1.2.2.3 How do M.1 students in the English Program at Patumwan Demonstration School cope with their stress?

## **1.3 OBJECTIVES OF THE STUDY**

### **1.3.1 Main Objective of this research is the following:**

To investigate the stress level of M.1 students in the English Program at Patumwan Demonstration School

### 1.3.2 Sub-Objectives are:

3.2.1 To find out the causes of stress in M.1 students in the English Program at Patumwan Demonstration School

3.2.2 To examine the stress levels of M.1 students in the English Program at Patumwan Demonstration School

3.2.3 To reveal the strategies that M.1 students in English Program at Patumwan Demonstration School use to cope with stress

## 1.4 VARIABLES AND DEFINITIONS OF TERMS

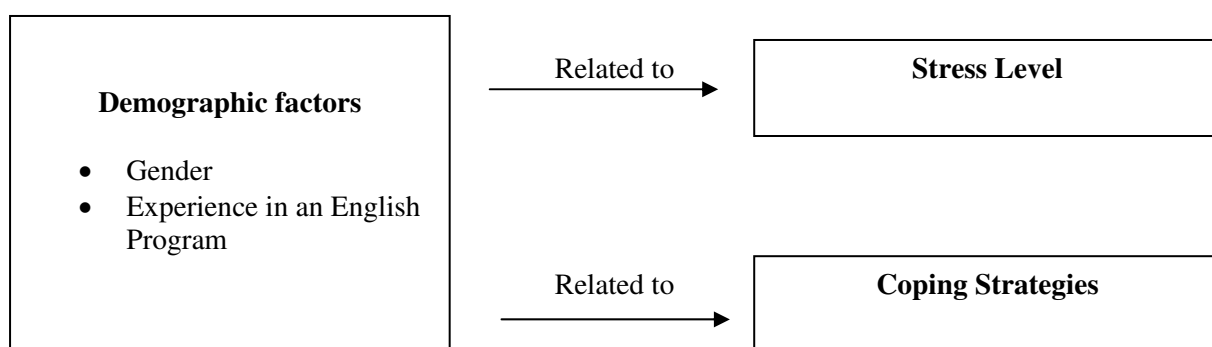
### 1.4.1 Variables

1. The independent variables are demographic factors which include age and GPA.

2. The two dependent variables are:

1. Stress level
2. Coping strategies

The correlation of variables is shown below:



### **1.4.2 HYPOTHESES**

Hypothesis 1: Female students are more likely to have stress than male students.

Hypothesis 2: Students who have not studied in an English Program are likely to have more stress than those who have.

### **1.5 SCOPE OF THE STUDY**

This study aims to find out the sources of stress, stress level, stress coping strategies and background variables including gender and previous experience in an English Program of M.1 students in the English Program at Patumwan Demonstration School. The total subjects were 70 students in M.1 in the English Program at Patumwan Demonstration School in academic year 2008.

### **1.6 SIGNIFICANCE OF THE STUDY**

The study should reveal the causes of stress among students in M.1 in the English Program. The results will provide parents further understanding of their children's mind and behavior. The results can also be useful for teachers and educators to help assist students studying in the English Program in leading a happier life.

### **1.7 ORGANIZATION OF THE STUDY**

The study is divided into chapters. The first chapter introduces the background, the statement of the problem, the objectives, the framework and the significance of the study. The second chapter reviews the related literature. The third chapter covers the methodology of this study. The fourth chapter discusses the results of the study. The last chapter includes a summary of the findings, the discussion and recommendations for further research.