

CHAPTER FOUR

RESULTS

In this research study “Stress and Coping Strategies: A Case Study of M.1 Students in the English Program at Patumwan Demonstration School”, the researcher distributed a set of questionnaires to all 70 students in M.1 students in the English Program at Patumwan Demonstration School in the last week of December. 59 completely filled-out questionnaires were returned.

The collected data was entered into the Statistical Package for the Social Science (SPSS for Window Version 12) to find the percentage, mean, standard deviation. The statistically significant test of hypothesis was analyzed by using Pearson Product Moment Correlation Coefficient.

4.1 PERSONAL DATA OF RESPONDENTS

The first part of the questionnaire sought demographic data concerning gender and experience in an English Program. All information is displayed in the form of frequency and percentage of the respondents.

Table 1. Gender

Gender	Frequency	Percentage
Male	20	33.9
Female	39	66.1
Total	59	100

According to Table 1, of 59 respondents, 33.9% of the students were male while 66.1% of them were female.

Table 2. Experience in an English Program

Experience in taking the English Program	Frequency	Percentage
Yes	25	42.4
No	34	57.6

As shown in Table 2, 42.4% of the students have had in an English Program while more than half of the students (57.6%) didn't have any experience in an English Program.

4.2 SOURCES OF STRESS

The second part examined the sources of stress including interpersonal sources of stress, academic sources of stress, and school environmental sources of stress.

Table 3. Interpersonal Sources of Stress

Interpersonal sources of stress	Very stressful	Rather stressful	Moderately stressful	Slightly stressful	Mean	S.D.
	(%)	(%)	(%)	(%)		
Classmates						
1. The socioeconomic status/level of my classmates affects me.	2 (3.4%)	6 (10.2%)	15 (25.4%)	36 (61.0%)	1.56	.815
2. My classmates have more knowledge than I do.	8 (13.6%)	16 (27.1%)	21 (35.6%)	14 (23.7%)	2.31	.987
3. My classmates come from schools with a good reputation.	1 (1.7%)	6 (10.2%)	11 (18.6%)	41 (69.5%)	1.44	.749

table continued

Table 3. (continued)

Interpersonal sources of stress	Very stressful	Rather stressful	Moderately stressful	Slightly stressful	Mean	S.D.
	(%)	(%)	(%)	(%)		
Classmates						
4. I do not understand my classmates.	6 (10.2%)	16 (27.1%)	20 (33.9%)	17 (28.8%)	2.19	.973
5. My classmates have an influence on me, i.e., the use of brand names.	2 (3.4%)	16 (27.1%)	9 (15.3%)	32 (54.2%)	1.80	.961
Overall					1.86	
Teachers						
1. Teachers have an unclear accent.	2 (3.4%)	12 (20.3%)	21 (35.6%)	24 (40.7%)	1.86	.860
2. Teachers have a complicated teaching style.	5 (8.5%)	11 (18.6%)	32 (54.2%)	11 (18.6%)	2.17	.834
3. Teachers make a lot of demands on me.	2 (3.4%)	14 (23.7%)	27 (45.8%)	16 (27.1%)	2.03	.808
Overall					1.94	
Parents						
1. My parents have high expectations for my academic achievement.	10 (16.9%)	14 (23.7%)	16 (27.1%)	19 (32.2%)	2.25	1.092
2. My parents do not understand me.	7 (11.9%)	10 (16.9%)	26 (44.1%)	16 (27.1%)	2.14	.955

table continued

Table 3. (continued)

Interpersonal sources of stress	Very stressful	Rather stressful	Moderately stressful	Slightly stressful	Mean	S.D.
	(%)	(%)	(%)	(%)		
Parents						
3. My parents always get involved in decision making.	7 (11.9%)	9 (15.3%)	26 (44.1%)	17 (28.8%)	2.10	.959
Overall					2.16	

As shown in Table 3, most of the students felt that parents were an interpersonal source of stress that caused the most stress (Mean = 2.16), followed by teachers (Mean = 1.94) and classmates (Mean = 1.86), respectively.

Table 4. Academic Sources of Stress

Academic sources of stress	Very stressful	Rather stressful	Moderately stressful	Slightly stressful	Mean	S.D.
	(%)	(%)	(%)	(%)		
1. There is high academic competition in class.	13 (22.0%)	18 (30.5%)	15 (25.4%)	13 (22.2%)	2.53	1.072
2. I have a heavy workload and too much homework.	15 (25.4%)	23 (39.0%)	12 (20.3%)	9 (15.3%)	2.75	1.010
3. I have problems in studying in English.	7 (11.9%)	14 (23.7%)	14 (23.7%)	24 (40.7%)	2.07	1.065
4. Some lessons are difficult.	9 (15.3%)	21 (35.6%)	21 (35.6%)	8 (13.6%)	2.53	.916
5. I have lower grades than expected.	14 (23.7%)	18 (30.5%)	18 (30.5%)	9 (15.3%)	2.63	1.015

table continued

Table 4. (continued)

Academic sources of stress	Very stressful (%)	Rather stressful (%)	Moderately stressful (%)	Slightly stressful (%)	Mean	S.D.
6. There are many quizzes and tests.	9 (15.3%)	21 (35.6%)	22 (37.3%)	7 (11.9%)	2.54	.897
7. There are a lot of subjects to study everyday.	8 (13.6%)	24 (40.7%)	16 (27.1%)	11 (18.6%)	2.49	.954
Overall					2.50	

As shown in Table 4, the most serious academic source of stress was the workload and homework (Mean = 2.75), followed by having lower grades than expected (Mean = 2.63), and the frequency of quizzes and tests (Mean = 2.54), respectively.

Table 5. School Environmental Sources of Stress

School environmental sources of stress	Very stressful (%)	Rather stressful (%)	Moderately stressful (%)	Slightly stressful (%)	Mean	S.D.
Library						
1. There are not enough books available.	0 (0%)	9 (15.3%)	16 (27.1%)	34 (57.6%)	1.58	.747
2. The library's loan system	0 (0%)	1 (1.7%)	12 (20.3%)	46 (78.0%)	1.24	.468
3. The due dates are not appropriate.	0 (0%)	2 (3.4%)	19 (32.2%)	38 (64.4%)	1.39	.558
Overall					1.40	

table continued

Table 5. (continued)

School environmental sources of stress	Very stressful (%)	Rather stressful (%)	Moderately stressful (%)	Slightly stressful (%)	Mean	S.D.
Canteen						
1. I have to queue in a long line to get food.	5 (8.5%)	15 (25.4%)	16 (27.1%)	23 (39.0%)	2.03	.998
2. It is too crowded in the canteen.	11 (18.6%)	16 (27.1%)	13 (22.0%)	19 (32.2%)	2.32	1.121
3. The food is inadequate.	3 (5.1%)	6 (10.2%)	17 (28.8%)	33 (55.9%)	1.64	.866
Overall					1.99	
Toilet						
1. Inadequate number of toilets	4 (6.8%)	10 (16.9%)	14 (23.7%)	31 (52.5%)	1.78	.966
2. Uncleanliness of the toilets	12 (20.3%)	10 (16.9%)	22 (37.3%)	15 (25.4%)	2.32	1.074
Overall					2.05	
Classroom						
1. Inadequate number of computers and facilities in the classroom	5 (8.5%)	5 (8.5%)	18 (30.5%)	31 (52.5%)	1.73	.944
2. Space in the classroom	4 (6.8%)	7 (11.9%)	12 (20.3%)	36 (61.0%)	1.64	.943

table continued

Table 5. (continued)

School environmental sources of stress	Very stressful (%)	Rather stressful (%)	Moderately stressful (%)	Slightly stressful (%)	Mean	S.D.
Classroom						
3. Noise in the classroom	3 (5.1%)	16 (27.1%)	20 (33.9%)	20 (33.9%)	2.03	.909
Overall					1.80	

As shown in Table 5, students felt that an inadequate number of toilets and the uncleanliness of the toilets were the main school environment sources of stress (Mean = 2.05), followed by the conditions of the canteen (Mean = 1.99), and the conditions in the classroom (Mean = 1.80), respectively.

Table 6. Sources of Stress and Stress Level

Sources of stress	Stress level	
	Mean scores	Meaning
1. Interpersonal sources of stress	1.98	Moderately stressful
2. Academic sources of stress	2.50	Moderately stressful
3. School environmental sources of stress	1.81	Moderately stressful

Table 6 shows that all the sources of stress moderately contributed to stress among the students. The highest mean belonged to academic sources of stress (Mean = 2.50), followed by interpersonal sources of stress (Mean = 1.98), and school environmental sources of stress (Mean = 1.82), respectively.

4.3 MEASUREMENT OF STRESS LEVEL

Table 7. Number of Respondents Experiencing Different Symptoms of Stress

Symptoms	Number of respondents				S.D.
	Never	Occasionally	Often	Regularly	
	(%)	(%)	(%)	(%)	
1. I have poor sleep pattern.	9 (15.3%)	35 (59.3%)	8 (13.6%)	7 (11.9%)	.852
2. I get irritated or annoyed rather easily.	5 (8.5%)	33 (55.9%)	15 (25.4%)	6 (10.2%)	.786
3. I cannot do anything because of extreme tension.	23 (39.0%)	26 (44.1%)	7 (11.9%)	3 (5.1%)	.834
4. I feel frustrated.	6 (10.2%)	36 (61.0%)	13 (22.0%)	4 (6.8%)	.733
5. I do not want to meet anybody.	23 (39.0%)	26 (44.1%)	7 (11.9%)	3 (5.1%)	.834
6. I have headaches/migraines.	12 (20.3%)	29 (49.2%)	12 (20.2%)	6 (10.2%)	.886
7. I feel unhappy and depressed.	13 (22.0%)	29 (49.2%)	12 (20.3%)	5 (8.5%)	.867
8. I feel hopeless about life.	24 (40.7%)	24 (40.7%)	6 (10.2%)	5 (8.5%)	.918
9. I feel worthless.	27 (45.8%)	20 (33.9%)	4 (6.8%)	8 (13.6%)	1.035
10. I feel agitated or frantic most of the time.	22 (37.3%)	29 (49.2%)	5 (8.5%)	3 (5.1%)	.798

table continued

Table 7. (continued)

Symptoms	Number of respondents				S.D.
	Never (%)	Occasionally (%)	Often (%)	Regularly (%)	
11. I have an inability to concentrate.	9 (15.3%)	35 (59.3%)	11 (18.6%)	4 (6.8%)	.769
12. I feel too exhausted to do anything.	14 (23.7%)	32 (54.2%)	9 (15.3%)	4 (6.8%)	.818
13. I feel too bored to do anything.	6 (10.2%)	37 (62.7%)	10 (16.9%)	6 (10.2%)	.784
14. I have symptoms of voice shaking, trembling lips and shaking hands when I feel discontent.	42 (71.2%)	9 (15.3%)	6 (10.2%)	2 (3.4%)	.816
15. I am afraid of failure.	12 (20.3%)	28 (47.5%)	11 (18.6%)	8 (13.6%)	.939
16. I have symptoms of muscle tension on my back and shoulders.	27 (45.8%)	21 (35.6%)	7 (11.9%)	4 (6.8%)	.906
17. I get nervous easily in unfamiliar situations.	16 (27.1%)	19 (40.7%)	17 (27.1%)	7 (5.1%)	.993
18. I feel dizzy.	16 (27.1%)	24 (40.7%)	16 (27.1%)	3 (5.1%)	.865
19. I experience an increasing pulse rate.	27 (45.8%)	22 (37.8%)	8 (13.6%)	2 (3.4%)	.822

table continued

Table 7. (continued)

Symptoms	Number of respondents				S.D.
	Never	Occasionally	Often	Regularly	
	(%)	(%)	(%)	(%)	
20. I find it difficult to make decisions.	11 (18.6%)	34 (57.6%)	9 (15.3%)	5 (8.5%)	.819

Table 7 shows the percentage of the students with different symptoms. The findings were as follows:

1. More than half of the students (59%) occasionally had poor sleeping patterns.
2. More than half of the students (55.9%) occasionally got irritated or annoyed rather easily.
3. Almost half of the students (44.1%) occasionally could not do anything because of extreme tension.
4. More than half of the students (61.0%) occasionally felt frustrated.
5. Almost half of the students (44.1%) occasionally did not want to meet anybody.
6. Almost half of the students (49.2%) occasionally had headaches/migraine.
7. Almost half of the students (49.2%) occasionally felt unhappy or depressed.
8. 40.7% of students never felt hopeless about life and the same amount occasionally felt hopeless about life.
9. 45.8% of the students never felt worthless.
10. Almost half of the students (49.2%) occasionally felt agitated or frantic most of the time.
11. More than half of the students (59.3%) occasionally experience a lack of concentration.
12. More than half of the students (54.2%) occasionally felt too exhausted to do anything.

13. A majority of the students (62.7%) occasionally felt too bored to do anything.
14. A majority of the students (71.2%) never had symptoms of voice shaking, trembling lips and shaking hands when feeling discontent.
15. Almost half of the students (47.5%) occasionally were afraid of failure.
16. 45.8% of the students never had symptoms of muscle tension on their backs and shoulders.
17. 40.7% of the students occasionally got nervous easily in unfamiliar situations.
18. 40.7% of the students occasionally felt dizzy.
19. 45.8% of the students never had symptoms of increased heart rate.
20. More than half of the students (57.6%) occasionally found it difficult to make decisions.

Table 8. Number of respondents experiencing different stress levels

Stress levels	Frequency	Percentage
Much lower than normal stress level	2	3.4
Normal stress level	24	40.7
Slightly higher than normal stress level	19	32.2
Moderately higher than normal stress level	5	8.5
Much higher than normal stress level	9	15.2
Total	59	100

Figure 1. Stress Level of the Respondents

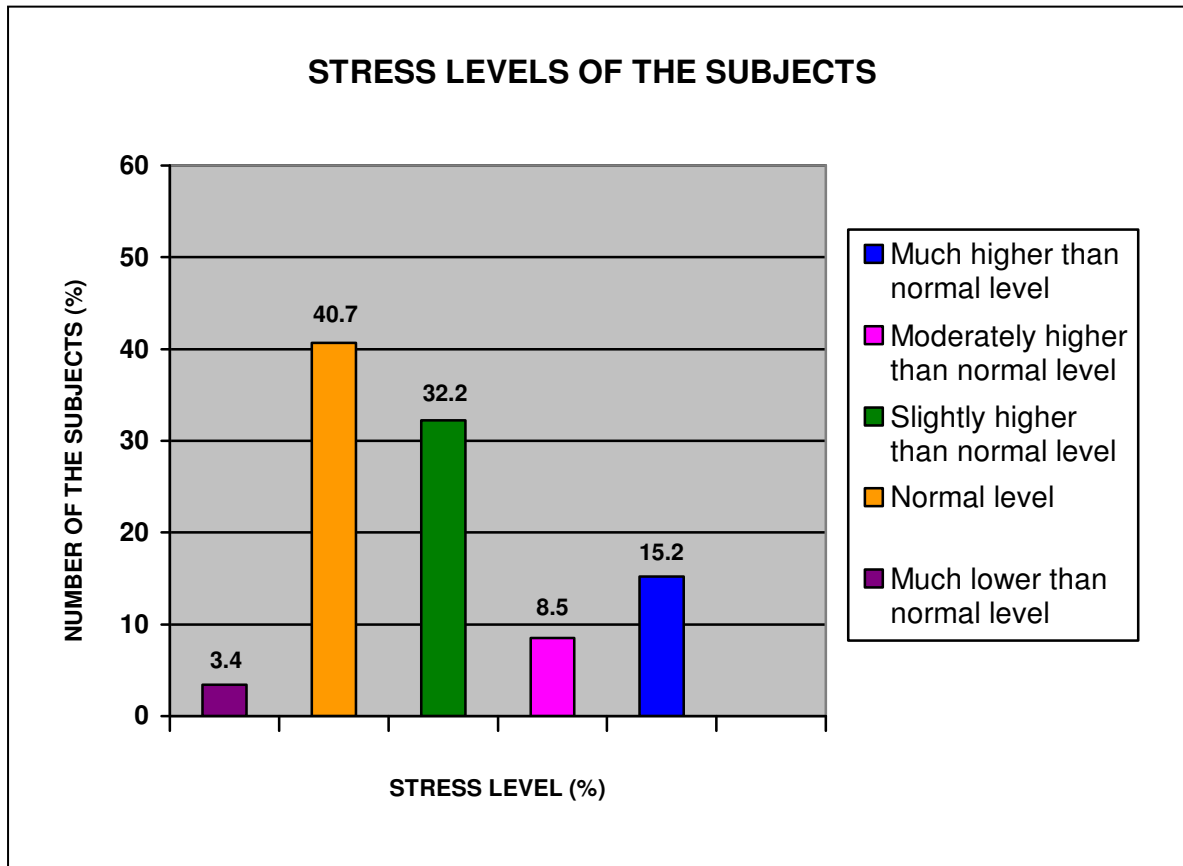


Table 8 shows the percentage of the students with different stress levels. Of 59 respondents, 40.7% of the students were at a normal stress level, 32.2% were at a slightly higher than normal stress level, 15.2% were at a much higher than normal stress level, 8.5% were at a moderately higher than normal stress level, and 3.4% were at a much lower than normal stress level.

4.4 STRESS COPING STRATEGIES OF THE RESPONDENTS

Table 9. Frequency of Using Stress coping Strategies

Coping Strategies	Never	Occasionally	Often	Regularly	Mean	S.D.
1. I try to improve myself and pay more attention to my studying.	3 (5.1%)	12 (20.3%)	32 (54.2%)	12 (20.3%)	2.90	.781
2. I think about the best way to accomplish my goal.	3 (5.1%)	16 (27.1%)	25 (42.4%)	15 (25.4%)	2.88	.853
3. I won't try to solve a problem carelessly; unless I have appropriate amount of time.	6 (10.2%)	36 (61.0%)	12 (20.3%)	5 (8.5%)	2.27	.762
4. I tell my parents how I feel about my life at school.	6 (10.2%)	21 (35.6%)	15 (25.4%)	17 (28.8%)	2.73	.997
5. I tell myself that the event (i.e. getting low grades) is not true.	31 (52.5%)	11 (18.6%)	11 (18.6%)	6 (10.2%)	1.86	1.058
6. I learn from my mistakes and develop myself from the past experiences.	3 (5.1%)	19 (32.2%)	27 (45.8%)	10 (16.9%)	2.75	.801
7. I discuss my feelings with teachers or somebody I trust.	7 (11.9%)	23 (39.0%)	22 (37.3%)	7 (11.9%)	2.49	.858
8. I try to adjust myself so that teachers, friends and classmates will accept me.	10 (16.8%)	20 (33.9%)	21 (35.6%)	8 (13.6%)	2.46	.934

table continued

Table 9. (continued)

Coping Strategies	Never	Occasionally	Often	Regularly	Mean	S.D.
9. I reduce my effort to solve problems.	13 (22.0%)	35 (59.3%)	7 (11.9%)	4 (6.8%)	2.03	.787
10. I do some other activities such as seeing a movie, listening to music, or playing sports in order to forget about the problem.	3 (5.1%)	16 (27.1%)	19 (32.2%)	21 (35.6%)	2.98	.919
11. I accept that the event cannot be changed and accept my own limitations.	5 (8.5%)	6 (10.2%)	31 (52.5%)	17 (28.8%)	3.02	.861
12. I try to figure out additional solutions in order to prove to others that I am great.	13 (22.0%)	23 (39.0%)	10 (16.9%)	13 (22.0%)	2.39	1.067
13. I am dedicated to solving the problem, and not allow other thoughts and activities to interrupt me.	2 (3.4%)	21 (35.6%)	23 (39.0%)	13 (22.0%)	2.80	.826
14. I try to find the good in a bad situation.	6 (10.2%)	17 (28.8%)	32 (54.2%)	4 (6.8%)	2.58	.770
15. I talk to my parents or an adult who help me see the problem clearly.	7 (11.9%)	25 (42.4%)	14 (23.7%)	13 (22.0%)	2.56	.970

table continued

Table 9. (continued)

Coping Strategies	Never	Occasionally	Often	Regularly	Mean	S.D.
16. I pretend that the mistakes or the problem, such as, failing an exam or having an argument with my friend did not happen.	26 (44.1%)	23 (39.0%)	7 (11.9%)	3 (5.1%)	1.78	.852
17. I reduce my effort to improve myself when feeling down.	23 (39.0%)	22 (37.3%)	11 (18.6%)	3 (5.1%)	1.90	.885
18. I think about something that can make me feel relieved and forget about the event such as pets, traveling or my loved ones.	6 (10.2%)	19 (32.2%)	21 (35.6%)	13 (22.0%)	2.69	.933
19. I wait until there is a right time to solve the problem.	8 (13.6%)	26 (44.1%)	21 (35.6%)	4 (6.8%)	2.36	.804
20. I stop playing or doing any activities so that I can solve the problem effectively.	5 (8.5%)	27 (45.8%)	24 (40.7%)	3 (5.1%)	2.42	.724
21. I ask for suggestions from my parents, my teacher or somebody I trust to solve the problem.	6 (10.2%)	22 (37.3%)	20 (33.9%)	11 (18.6%)	2.61	.910
22. I learn from the past and accept my limitations.	3 (5.1%)	11 (18.6%)	30 (50.8%)	15 (24.4%)	2.97	.809

Table 10. Coping Strategies

Coping strategies	Mean scores	Meaning
1. Problem –focused coping	2.62	Often used
1.1 active coping	2.68	Often used
1.2 planning	2.63	Often used
1.3 suppression of competing	2.61	Often used
1.4 restraint coping	2.15	Sometimes used
1.5 positive reinterpretation and growth	2.66	Often used
1.6 acceptance	2.99	Often used
2. Social support coping	2.59	Often used
2.1 seeking social support for instrumental reasons	2.58	Often used
2.2 seeking social support for emotional reasons	2.61	Often used
3. Avoidance coping	2.20	Sometimes used
3.1 denial	1.82	Sometimes used
3.2 behavioral	1.96	Sometimes used
3.3 mental disengagement	2.83	Often used

The details are discussed below:

1. Problem-focused coping strategy

Problem-focused coping strategy was the most frequently used strategy (Mean = 2.62). The three most often used problem-focused strategies were the acceptance strategy (Mean = 2.99), active coping strategy (Mean = 2.68), and positive reinterpretation and growth (Mean = 2.66) respectively.

2. Social support coping strategy

Social support coping strategy was often used (Mean = 2.59). The most often used strategy was seeking social support for emotional reasons (Mean = 2.61), followed by seeking social support for instrumental reasons (Mean = 2.58).

3. Avoidance coping strategy

Avoidance coping strategy was sometimes used (Mean = 2.20). The most frequently used strategy was the mental disengagement strategy (Mean = 2.83), followed by the behavioral strategy (Mean = 1.96), and the denial strategy (Mean = 1.82).

4.5 HYPOTHESIS TESTING

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

Gender	N	Mean	S.D.	t	Sig.
M	20	1.09	.666	.603	.276
F	39	1.00	.393		

There was no significant difference in the stress levels between male and female students.

Hypothesis 2 Students who had not studied in an English Program were more likely to have stress than students who have studied in the English Program.

Experience	N	Mean	S.D.	t	Sig.
Yes	25	1.09	.545	.829	.205
No	34	.98	.464		

There was no significant difference between experience in an English Program and the stress levels of the students.