

APPENDIX A

Questionnaire in English

Stress and Coping Strategies: A Case Study of M.1 Students in the English Program at Patumwan Demonstration School

Explanation: This questionnaire is a part of research methodology course in an M.A. Program on “Stress and Coping Strategies: A Case Study of M.1 Students in the English Program at Patumwan Demonstration School”.

The questionnaire is divided in to four parts as follow:

Part I: Demographic Profile

Part III: Measurement of Stress Levels

Part II: Sources of Stress

Part IV: Stress Coping Strategies

The information in this research will be used only for educational purposes. Your answers will be treated confidentially. Your cooperation is highly appreciated.

Part I: General Information

Please mark ☒ in the ☐ for each question

1. Gender

☐ 1. Male

☐ 2. Female

2. Have you studied in an English Program before?

☐ 1. Yes

☐ 2. No

Part II: Sources of stress (You can select more than 1 answer)

1. Interpersonal source of stress

1.1 Friends

Friends	Very stressful	Rather stressful	Moderately stressful	Slightly stressful
1.1.1 The socioeconomic status/level of my classmates affects me.				

Friends	Very stressful	Rather stressful	Moderately stressful	Slightly stressful
1.1.2. My classmates have more knowledge than I do.				
1.1.3 My classmates come from schools with a good reputation.				
1.1.4 I do not understand my classmates.				
1.1.5 My classmates have an influence on me, i.e., the use of brand names.				

2.1 Teachers

Teachers	Very stressful	Rather stressful	Moderately stressful	Slightly stressful
2.1.1 Teachers have an unclear accent.				
2.1.2 Teachers have a complicated teaching style.				
2.1.3 Teachers make a lot of demands on me.				

Parents	Very stressful	Rather stressful	Moderately stressful	Slightly stressful
3.1.1 My parents have high expectations for my academic achievement.				
3.1.2 My parents do not understand me.				
3.1.3 My parents always get involved in decision making.				

2. Academic sources of stress

Academic sources of stress	Very stressful	Rather stressful	Moderately stressful	Slightly stressful
1. There is high academic competition in class.				
2. I have a heavy workload and too much homework.				
3. I have problem in studying in English.				
4. Some lessons are difficult.				
5. I have lower grades than expected.				
6. There are many quizzes and tests.				
7. There are a lot of subjects to study everyday.				

3. School environmental source of stress

3.1 Library

Library	Very stressful	Rather stressful	Moderately stressful	Slightly stressful
3.1.1 There are not enough books available.				
3.1.2 The library's loan system				
3.1.3 The due dates are not appropriate.				

3.2 Canteen

Canteen	Very stressful	Rather stressful	Moderately stressful	Slightly stressful
1. I have to queue in a long line to get food.				
2. It is too crowded in the canteen.				
3. The food is inadequate.				

3.3 Toilet

Toilet	Very stressful	Rather stressful	Moderately stressful	Slightly stressful
1. Inadequate number of toilets				
2. Uncleanliness of the toilets				

3.4 Classroom

Classroom	Very stressful	Rather stressful	Moderately stressful	Slightly stressful
3.4.1 Inadequate number of computers and facilities in the classroom				
3.4.2 Space in classroom				
3.4.3 Noise in classroom				

Part III: Measurement of the stress level

Directions: Please read the following statements and mark \surd to the response which most accurately describes your symptoms, behavior or feelings when you are under stress.

Never = 0	Occasionally = 1	Often = 2	Regularly = 3
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Stress symptoms, behavior or feelings	Never	Occasionally	Often	Regularly
1. I have poor sleep patterns.				
2. I get irritated or annoyed rather easily.				
3. I cannot do anything because of extreme tension.				
4. I feel frustrated.				
5. I do not want to meet anybody.				
6. I have headaches/migraines.				

Stress symptoms, behavior or feelings	Never	Occasionally	Often	Regularly
7. I feel unhappy and depressed.				
8. I feel hopeless about life.				
9. I feel worthless.				
10. I feel agitated or frantic most of the time.				
11. I have an inability to concentration.				
12. I feel too exhausted to do anything.				
13. I feel too bored to do anything.				
14. I have symptoms of voice shaking, trembling lips and shaking hands when I feel discontent.				
15. I am afraid of failure.				
16. I have symptoms of muscle tension on my back and shoulders.				
17. I get nervous easily in unfamiliar situations.				
18. I feel dizzy.				
19. I experience an increasing pulse rate.				
20. I find it difficult to make decisions.				

Part IV: Stress Coping Strategies

Directions: What do you do when you are in these difficult situations or experience problems? Please mark \surd to the frequency of the use of each strategy.

Rarely used = 1	Sometimes used = 2	Often used = 3	Always used = 4
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Coping Strategies	Rarely used	Sometimes used	Often used	Always used
1. I try to improve myself and pay more attention to my studying.				
2. I think about the best way to accomplish my goal.				
3. I won't try to solve a problem carelessly; unless I have appropriate amount of time.				
4. I tell my parents how I feel about my life at school.				
5. I tell myself that the event (i.e. getting low grades) is not true.				
6. I learn from my mistakes and develop myself from the past experiences.				
7. I discuss my feelings with teachers or somebody I trust.				
8. I try to adjust myself so that teachers, friends and classmates will accept me.				
9. I reduce my effort to solve problems.				

Coping Strategies	Rarely used	Sometimes used	Often used	Always used
10. I do some other activities such as seeing a movie, listening to music, or playing sports in order to forget about the problem.				
11. I accept that the event cannot be changed and accept my own limitations.				
12. I try to figure out additional solutions in order to prove to others that I am great.				
13. I am dedicated to solving the problem, and not allow other thoughts and activities to interrupt me.				
14. I try to find the good in a bad situation.				
15. I talk to my parents or an adult who help me see the problem clearly.				
16. I pretend that the mistakes or the problem, such as, failing an exam or having an argument with my friend did not happen.				
17. I reduce my effort to improve myself when feeling down.				
18. I think about something that can make me feel relieved and forget about the event such as pets, traveling or my loved ones.				
19. I wait until there is a right time to solve the problem.				

Coping Strategies	Rarely used	Sometimes used	Often used	Always used
20. I stop playing or doing any activities so that I can solve the problem effectively.				
21. I ask for suggestions from my parents, my teacher or somebody I trust to solve the problem.				
22. I learn from the past and accept my limitations.				