Stress and anxiety challenge among college students while studying English language as a communication: a study

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Abstract : A language is a regional phenomenon, no doubt, and there are thousands of languages spoken around the world. Breaking the boundaries of region English language came to the British Isles from Northern Europe in the fifth century and fifteenth century onwards it began its journey around the globe with the British exploring the world and becoming colonist and imperialist. The English language thus travelled with the English to North America, Canada and the Caribbean, to South Africa, to Australia and New Zealand, to South Asia (especially Indian subcontinent), to the British colonies in Africa, to South East Asia and the South Pacific.

Key words : Anxiety. Stress, English.

Introduction : English entered the territory of India with the East India Company in 1600 AD when it started trading and the English missionaries first began their efforts. Though they came to India as traders and philanthropists, soon they established their control over Indian economy and Indian system of education. Ultimately their political domination in India led to a wide use of their language, English, throughout the country. In spite of the fact that it is a foreign language, it has gradually gained an importance even greater than that of the indigenous regional languages of the country.

A great number of sociolinguistic pressures act as powerful forces in planning language education in India – ethnicity, political pressure (for national unity), economic pressure (for easy access to trade and commerce, advanced science and technology), and demand of the people, are such powerful forces. With due respect to ethnicity and demand for the regional languages, the three language formula was developed by the Union Government. It also honoured the question of national integrity. In compliance with the three language formula, English finds a place somewhere in the school curriculum everywhere in India. Thus in school curriculum of India English has a very special place.

The proposals in the *National Curriculum Framework for School Education: 2000* relating to language are as follows:

- The First language to be studied must be the mother tongue or the regional language.
- The Second language
  o In Hindi speaking states the second language will be some other modern Indian language or English, and
  o In non-Hindi speaking states the second language will be Hindi or English.
  o The Third language
  o In Hindi speaking states the third language will be English or a modern Indian language not studied as the second language, and In non-Hindi speaking states the third language will be English or a modern Indian language not studied as the second language.

National Curriculum Framework 2005 suggested a renewed attempt to implement the three language formula, along with an emphasis on the recognition of children's mother tongues as the best medium of education, and at the same time promoting ‗Language across the Curriculum' approach to teaching English.

Methodology

The details of the methodology adopted in this study are presented in this paper. The present study is normative survey. The objectives and hypothesis of the study, research methodology, selection of sample, tools used, method of data collection and details of data analysis are described here.

Method Adopted for The Present Study

The investigator has adopted survey method in view of realizing the objectives of the study. The survey method gathers data from a relatively large number of cases at a particular time. It is concerned with the generalized statistics that result when data are abstracted from a number of individual cases. It is essentially cross-sectional. The normative survey method of investigation leads to describe and interpret what exists at present in the form of conditions, practices, process, process, trends, effects, attitudes and believes.

The survey method has the steps of planning, development and application of sampling plan, construction of questionnaire, translation of data, analysis, conclusion and reporting.

Population for The Study

The population for the study consists of undergraduate standard students studying in West Bengal.

Sample Of The Study

100 students who were in undergraduate standard, at various places in West Bengal.

Hypothesis :.

1. There is no significant difference between male and female students in their anxiety
2. There is no significant difference between male and female students in their Stress.

Gender-Wise Distribution Of The Sample

Gender	Number of Students	Percentage
Male	52	52
Female	48	48
Total	100	100
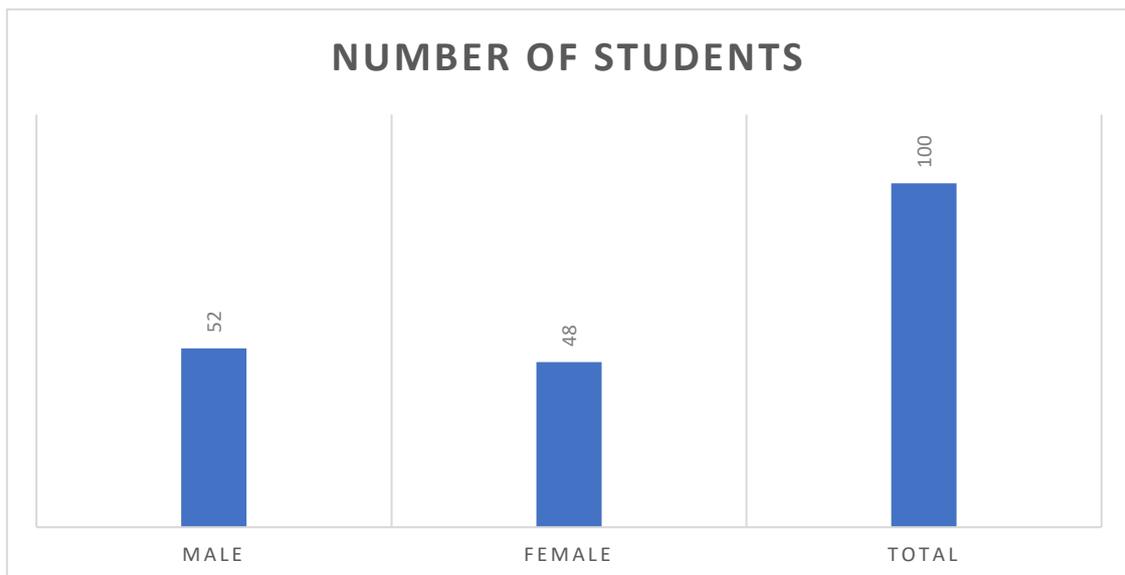
Description Of The Tool

In the present study, the investigator has used Manjurani Aggarwal's Multidimensional Personality Inventory. Anxiety and Stress Inventory is one of the dimension of Multidimensional Personality Inventory. To ensure suitability, the investigator modified some of the items. Further validity and reliability were established.

This test was designed to find the negative feelings of students in social situations or in classroom situations. This test was designed primarily for use with secondary class students. The test has 20 items in English. The investigator has translated the tool in Tamil. The investigator of the present study has established the validity and reliability of the inventory.

Establishing Validity

To establish content validity, the investigator met some experts in the College of Education, at West Bengal and distributed the tool. On the basis of suggestions given by the experts, some of the statements were modified. Thus the content validity of the tool was established.

Establishing Concurrent Validity

To establish the concurrent validity of the Anxiety and Stress Inventory, this inventory was translated into Bengali and given to randomly selected 100 Under Graduate students. Then, the Bengali version of Anxiety and Stress Inventory was distributed to the same sample. The responses of the students for both tools were scored using the scoring key. The correlation between the two sets of scores was found. It was found to be 0.75. Thus, the concurrent validity of the tool was established.

Establishing Reliability

The investigator used test-retest method for establishing reliability of the Anxiety and stress Inventory. The inventory has been administered to 100 Under Graduate students. Their responses were collected and scored by the investigator. After fifteen days, the same tool was administered to the same sample. Their responses were scored. The correlation coefficient was obtained for the two sets of scores. The correlation coefficient was computed to be 0.74. Thus the reliability of the tool was established.

Scoring Procedure

For getting the scores, each answered item was checked using the following criteria:

The Scoring Of The Items Of Anxiety Inventory

| Response	Score
Yes	3
Sometimes	2
No	

Analysis And Interpretation Of Data

The data have been collected with the help of the tools. The next step in the research process is the analysis of data. Analysis of data means processing and studying the collected data and organizing material and thereby discovering the inherent facts. The data are studied from as many angles as possible to explore the facts.

Hence after collecting the data, they were processed and studied and analyzed under the following headings.

1. Anxiety of the undergraduate students.
2. Stress among Under graduate Students.

Level Of Anxiety and Stress Of The Under Graduate Students

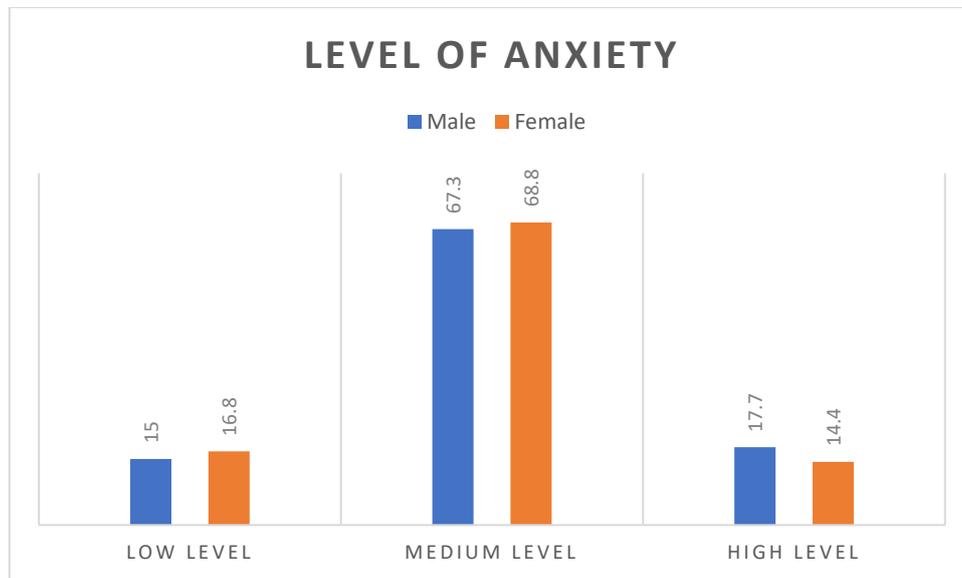| variable	Low Level	Medium Level	High Level
Anxiety	19.9	70	14.1
Stress	22.6	68	9.4
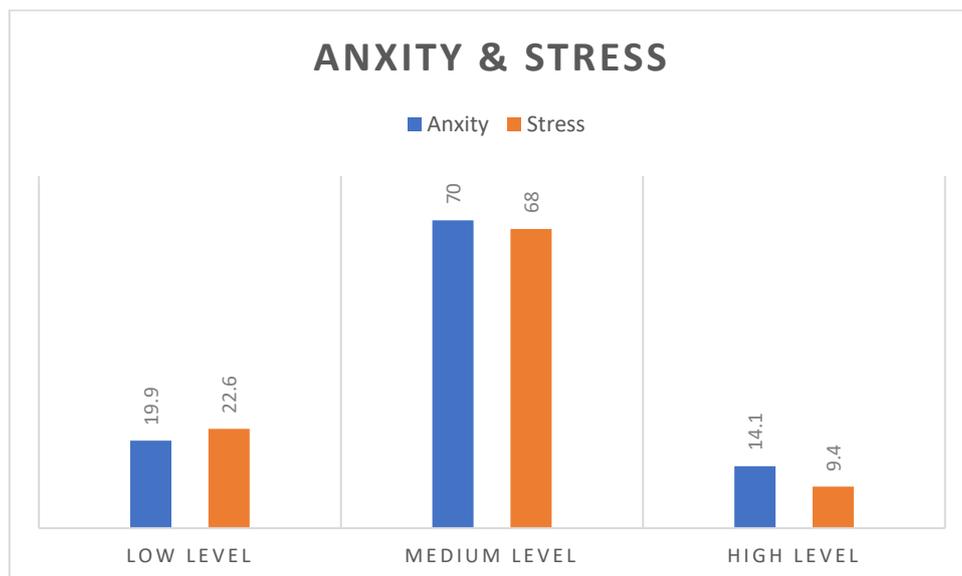
It is inferred from the above table that 19.9 % of the students have low, 70.0 % of the students have moderate and 14.1 % of them have high level of anxiety. Also it has been

observed that 22.6 % of the students have low, 68.0 % of the students have moderate and 6.4 % of them have high level of anxiety.

**Level Of Anxiety Of The Male And Female Under Graduate Students**

Gender	Low Level	Medium Level	High Level
Male	15	67.3	17.7
Female	16.8	68.8	14.4

It is inferred from the above table that 15.0% of the male students have low, 67.2% of them have moderate and 17.7% of them have high level of anxiety. 16.8%, of the female students have low, 68.8% of them have moderate and 14.4% of them have high level of anxiety.

Level Of Stress Of The Male And Female Under Graduate Students

Gender	Low Level	Medium Level	High Level
Male	11	70.3	18.7
Female	14.6	65.7	19.7
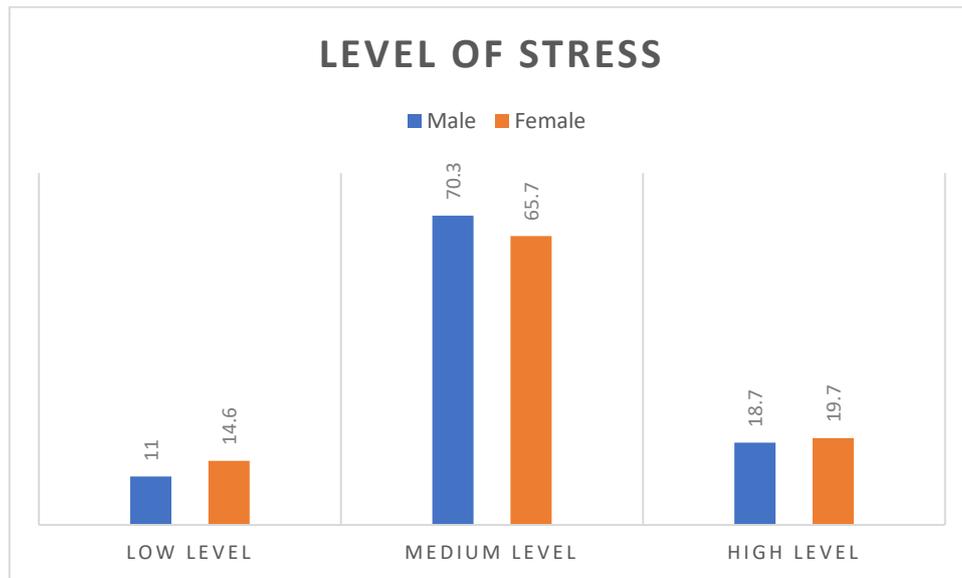
It is inferred from the above table that 11.0% of the male students have low, 70.3% of them have moderate and 18.7% of them have high level of Stress. 14.6%, of the female students have low, 65.7% of them have moderate and 19.7% of them have high level of Stress.

Difference Between Male And Female Students In Their Anxiety

Hypothesis : There is no significant difference between male and female students in their anxiety.

Gender	N	Mean	SD	Calculated Value of 't'	Remarks at 5% level of Significance
Male	52	41.9	5.85	1.89	Not Significant
Female	48	40.2	4.96		

(At 5% level of significance the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female students in their Anxiety.

Hypothesis : There is no significant difference between male and female students in their Stress.

Gender	N	Mean	SD	Calculated Value of 't'	Remarks at 5% level of Significance

| Male | 52 | 39.7 | 6.65 | 1.38 | Not Significant |
| Female | 48 | 36.3 | 5.76 | | |

(At 5% level of significance the table value of 't' is 1.38)

It is inferred from the above table that there is no significant difference between male and female students in their Anxiety.

Findings & Conclusion

Anxiety and Stress of the Under Graduate Students

- 14.4 percent of the have high level of anxiety.

- 17.7 percent of male students have high level of anxiety.

- 18.7 percent of male students have high level of stress.

- 19.7 percent of female students have high level of stress

- There is no significant difference between male and female students in their anxiety.

- There is no significant difference between male and female students in their Stress.

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