



# A study of Influence of Stress in learning of English Language on Educational Achievements of Heigher Secondary Students

VIKRANT THAKORBHAI PATEL

## 1. Introduction

In India, the main documented cause of stress among schoolchildren and adolescents is parents' high educational expectations and pressures of academic achievement. A school-going child faces many problems in learning particularly, in learning a second language. English being a second language and introduced as a second language in India, poses many problems to the learners in the process of learning it. Stress is one of the most important obstacles to English learning. As it is a new and peculiar language, the children face difficulties in learning the pronunciation, sentence, structure, grammar, vocabulary and other aspects of English language. Mother tongue interference is the main problem for the children. It becomes very difficult for them to acquire the four basic skills of English language. The students who's medium of instruction is the regional language will be more anxious than others in learning English language.

It has been observed that some students in English language classrooms experienced stress that results in shuttering and fast heartbeat. These phenomena, all of which are attributed to a psychological state-stress, have been the research focus of many linguists and psychologists' recent years.

## 2. Objectives

1. To study the influence of gender on language learning stress of the students.
2. To find the influence of locality on language- learning stress of the students.
3. To study the relation between academic performance and stress of the students.

## 3. Hypotheses

In order to fulfil the objectives, the following hypotheses were framed:

- Ho<sub>1</sub>:** There is no significant difference between male and female students with regard to their language learning stress.
- Ho<sub>2</sub>:** There is no significant difference between rural and urban students with regard to their language learning stress.
- Ho<sub>3</sub>:** There is no relationship between academic performance and language learning stress of the students.

## 4. Method

The investigators had adopted Normative Survey method for conducting the study.

## 5. Sample

The study had been conducted on a representative sample of 60 (28 male and 32 female) students of ninth standard English medium schools of Ahmedabad district of rural and urban areas. Stratified Random sampling technique was adopted in selection of the sample. The variables chosen for the study were gender and location of the School.

## 6. Research tool

Two tools were used for this study. They were a questionnaire assessing students' stress and an achievement test. The standard tool of FLCAS (Foreign Language Classroom Stress Scale) designed

by Horwitz and Cope (1986), slightly modified, was adopted for the present study. It consisted of the areas like communication stress; test stress, fear of negative evaluation, and stress of English classes.

## 7. Procedure

Administering the above tools on the respective sample of 60, the investigators collected the data essential for the study. The data collected is analysed using appropriate statistical techniques.

## 8. Statistical Techniques

The statistical techniques employed for the analysis of data are

- 't-test' – test of significance of difference between Means
- Product moment coefficient of correlation.

## 9. Analysis and Interpretation

The answer sheets of language stress test were scored and the responses of all the students for each statement were separately analysed and interpreted. Details are given below:

### Hypothesis 1

“There is no significant difference between male and female students with regard to their language learning stress”.

**Table – 1: Mean Difference of the Male and Female Students**

Gender	N	Mean	S.D	t-value	Significant level
Male	28	118.82	15.32	2.264	Significant 0.05 level
Female	32	114.93	42.02		

Table values: 1.96 at 0.05 level and 2.25 at 0.01 level. Table 1 reveals that the calculated t –value (2.264) is greater than the table value; IT is significant at 0.05 level.

Hence, the above stated null hypothesis is rejected.

### Hypothesis 2

“There is no significant difference between rural and urban students with regard to their language learning stress.”

Locality	N	Mean	SD	t-value	Significant level
Rural	30	128.40	5.39	1.572	NS
Urban	30	126.20	5.05		

Table values: 1.96 and 0.05 level and 2.25 at 0.01 levels. Table 2 reveals that the computed t-value (1.572) is less than the table value. It is not significant at both the levels. Hence, the above stated Null Hypothesis is accepted.

### Hypothesis 3

“There is no relationship between academic performance and language learning stress of the students.”

**Table 3: Correlation of academic Performance and Language Learning Stress**

Stress Variables	Correlation of Coefficient	P - Value
Communication stress	-.103	0.46
Stress of English classes	-.232	0.085
Fear of negative evaluation	-.099	0.48
Test stress	-.277	0.039

Table 3 indicates that stress and English language performance are negatively correlated. Thus, it can be concluded that the learners with high stress often have low achievement, and low achievement makes them more anxious about learning.

### 10. Educational Implications

The study has implications for the teachers to change the classroom atmosphere from the traditional notes talking and mugging up activity to a lively, stress – free and activity – oriented atmosphere. The study gives indications to employ a variety of techniques like group work, discussions, self-activities, cooperative learning and language games, which give ample scope for learning without any stress.

### References

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