


# **L<sup>2</sup> E M STRESSORS: Are These For Real?**

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- **Stress is defined as a feeling of strain pressure.** Small amount of stress maybe desired, beneficial, and even healthy. Positive stress helps improve academic and athletic performance. On the other hand, stress can cause an individual to experience anxiety to other negative emotions surrounding a situation, such as pressure, discomfort, etc., which they deem stressful. If only the stressors were taken positively, the unpleasant feelings will slowly fade away but it may still leave emotional disturbances such as nervousness, low self-esteem and self-confidence (*Franken, 1994; Lazarus, 2011; Mills, 2015; Savtchouk and JuneLiu, 2011; Walker, 2005*).



With these stressors, teachers have bigger roles to perform. Teachers should use encouraging and meaningful strategies, show supportive behaviors, provide them with assurance and personally appealing to them to improve on their performance. Teacher-student relationship must be strengthen, too.

# Objectives of the Study



To determine the Profile of Respondents  
(Sex, Age, Ethnic Affiliation, Kind of School  
Graduated From, Year Level)



To identify sources of stressors among the  
respondents in terms of: ( $L^2$  E M)

- ☐ language subject related
- ☐ library work related
- ☐ examination related
- ☐ mathematics subject related



To evaluate the significant differences on  
the levels of course stressors when they  
are grouped by profile.

# Methodology and Materials

- ➡ *Design:* **Quantitative Survey Design**
- ➡ *Questionnaire:* Adapted and revised from Prima Vitasari, et.al.(May 2010)
- ➡ *Sampling Design:* **Systematic random sampling (G Power)**
- ➡ *Respondents:* **BEEEd Students-QSU Diffun**
- ➡ *Statistical Tools:* **Frequency Counts and Percentage, ANOVA, t-test, Mean**

# Four Likert Scale

	<b>Descriptive Interpretation</b>
<b>3.25 - 4.00</b>	<b>Always (A)</b>
<b>2.50 - 3.24</b>	<b>Often (O)</b>
<b>1.75 - 2.49</b>	<b>Sometimes (S)</b>
<b>1.00 - 1.74</b>	<b>Never (N)</b>

# RESULTS AND DISCUSSION

**Table 1: Mean Perception of the Respondents on their Course Stressors along Examination**

Examination Related Statements	Mean	DI
1. I felt tense during examination due to lack of preparation.	2.86	O
2. I felt depressed after taking an examination.	2.58	O
3. I lost my concentration during examination.	2.33	S
4. I felt tense during study for examination.	2.42	S
5. I felt stress when I could not understand the examination's questions.	2.97	O
6. I felt my heart beating very fast during examination.	2.37	S
7. I felt stress when I take surprise test.	2.86	O
<b>Grand Mean</b>	<b>2.63</b>	<b>O</b>

The respondents oftenly felt tense during preparation of taking an exam due to lack of preparation and felt stress when taking a surprise test. It could be inferred that the respondents do not practice faithfully their study habits leading them to practice cramming or feel nervous during examination.

**Table 2. Mean Perception of the Respondents on their Course Stressors along Language**

Language Related Statement	M	DI
1. I felt stress during language (English) class.	2.21	S
2. I felt tense during speaking activities in a language class.	2.62	O
3. I felt nervous when the teacher interrupts to correct my spelling and pronunciation.	2.49	S
4. I felt tense because I lack confidence during language class.	2.45	S
5. I felt depress if the lecturer checked my grammar during language class.	2.41	S
6. I felt that I am not good in language class.	2.54	O
7. I felt nervous with the way I pronounce the words since I am not a native speaker of English.	2.65	A
<b>Grand Mean</b>	<b>2.48</b>	<b>S</b>

Most of the respondents sometimes felt stress and nervous during their language classes due to lack of confidence to use the foreign language effectively particularly during their speaking activities or language classes. It is shown that the respondents did not build their confidence and master their communication skills.



**Table 3: Mean Perception of the Respondents on their Course Stressors along Mathematics**

Mathematics Related Statements	M	D I
1. I felt depressed because for me, Mathematics is a difficult subject.	2.71	O
2. I felt disappointed because I can not make it in Math subject although I study well.	2.71	O
3. I always write down everything during Mathematics class.	3.16	O
4. I felt anxious when I could not understand well the Math subject.	2.77	O
5. I can not fully understand the mathematical terms used.	2.50	O
6. I felt stress if the teacher starts talking about formulae and theories in Math.	2.48	S
7. I fear my Mathematics teacher/ instructor.	2.05	S
<b>Grand Mean</b>	<b>2.63</b>	<b>O</b>

The respondents oftenly felt stress, anxious and disappointed whenever they are talking about Math since most of them had a notion that Math is a difficult subject because they can not fully understand some Mathematical terms, formulae and theories. It can be inferred that most of them are uncomfortable with numbers.

**Table 4: Mean Perception of the Respondents on their Course Stressors along Library Work**

<b>Library Work Related Statement</b>	<b>M</b>	<b>DI</b>
1. I felt depressed when I don't know how to use the library.	1.88	S
2. I felt difficulty when I tried to find references in the library.	2.21	S
3. I felt uncomfortable studying in the library.	1.87	S
4. I felt the library as not an important part of my study.	1.73	N
5. I felt disappointed when the library staff are reluctant to help me.	2.25	S
6. I felt disappointed when I cannot find the book that I want to borrow.	2.58	O
7. I found the library a good place to study.	3.42	A
<b>Grand Mean</b>	<b>2.28</b>	<b>S</b>

The respondents sometimes felt depressed, disappointed and uncomfortable when the library staff are not accommodating and when they can not find the reference book they need. However, most of them found the library as a good place to study.

**Table 5: Mean and T-test on the Perception of the Respondents on their Course Stressors along Examination when they are group by Sex**

Examination Related Statement	Male		Female		t	pV
	M	DI	M	DI		
1. I felt tense during examination due to lack of preparation	2.53	O	2.91	O	-2.133	.035
2. I felt depressed after taking an examination	2.47	S	2.60	O	-.589	.557
3. I lost my concentration during examination	2.13	S	2.36	S	-1.091	.278
4. I felt tense during study for examination	2.27	S	2.44	S	-.793	.429
5. I felt stress when I could not understand the examination's questions	3.20	O	2.94	O	1.257	.211
6. I felt my heart beating very fast during examination	2.27	S	2.39	S	-.535	.594
7. I felt stress when I take surprise test	3.13	O	2.81	O	1.502	.136
Grand Mean	2.57	O	2.64	O		

The female respondents felt more tense during examination due to lack of preparation than male respondents. It can be inferred that male respondents are more prepared to perform their academic task since they perform better in their academic performance (Shaak,N., 2008).

**Table 6: Mean and ANOVA on the Perception of the Respondents on their Course Stressors along Examination when they are group by Age**

Exam Related Statement	15-17		18-20		21-23		24 & older		F	pV
1. I felt tense during examination due to lack of preparation	3.00	O	2.90	O	2.53	O	2.67	O	1.713	.169
2. I felt depressed after taking an examination	2.80	O	2.56	O	2.47	S	3.00	O	.638	.592
3. I lost my concentration during examination	2.50	O	2.39	S	1.87	S	2.33	S	2.346	.077
4. I felt tense during study for examination	3.00	O	2.44	S	1.93	S	2.33	S	3.905	.011
5. I felt stress when I could not understand the examination's questions	2.80	O	3.02	O	2.73	O	3.33	A	1.040	.378
6. I felt my heart beating very fast during examination	2.40	S	2.46	S	1.87	S	2.33	S	2.226	.089
7. I felt stress when I take surprise test	3.00	O	2.87	O	2.60	O	3.33	A	1.065	.367
<b>Grand Mean</b>	<b>2.79</b>	<b>O</b>	<b>2.66</b>	<b>O</b>	<b>2.29</b>	<b>S</b>	<b>2.76</b>	<b>O</b>		

Respondents under 15-17 years old felt most stress during study for examination and surprise test as to compare them to other respondents. It can be gleaned that the youngest respondents (first year students) are prone to more stresses due to college life transition (Towbes,L.C. and L.H. Cohen, 2006; Dwyer, A.L. and A.C. Cummings, 2001).


## T7.M and t on the Perception of Respondents on their Course Stressors along Language when they are grouped by Sex

Language Related Statement	Male		Female		t	pV
	M	DI	M	DI		
1. I felt stress during language (English) class	1.73	N	2.29	S	-2.460	.015
2. I felt tense during speaking activities in a language class	2.40	S	2.65	O	-1.114	.268
3. I felt nervous when the teacher interrupts to correct my spelling and pronunciation	2.13	S	2.55	O	-1.727	.087
4. I felt tense because I lack confidence during language class	2.00	S	2.52	O	-2.554	.012
5. I felt depress if the lecturer checked my grammar during language class	2.40	S	2.41	S	-.053	.958
6. I felt that I am not good in language class	2.20	S	2.60	O	-1.706	.091
7. I felt nervous with the way I pronounce the words since I am not a native speaker of English	2.60	O	2.66	O	-.260	.795
Grand Mean	2.21	S	2.52	O		

Female respondents felt more stress and tense during language class than male respondents because they lack confidence especially in their speaking activities. It can be inferred that girls felt more required to show mastery in communication skills and practice correct grammar since they are more conscious on the use of foreign language (Orbeta, E.D. and A.E. San Jose, 2013; Wilson, J., 2011)

## T8.M and ANOVA on the Perception of Respondents on their Course Stressors along Language when they are grouped by Ethnic Affiliation

Language Related Statement	Ilocano		Tagalog		Igorot		Ifugao		Bisaya		F	pV
	M	D I	M	D I	M	D I	M	D I	M	D I		
1. I felt stress during language (English) class	2.09	S	2.38	S	3.25	A	2.20	S	2.57	O	2.532	.045
2. I felt tense during speaking activities in a language class	2.59	O	2.62	O	3.00	O	2.50	O	3.00	O	.737	.569
3. I felt nervous when the teacher interrupts to correct my spelling and pronunciation	2.51	O	2.23	S	2.75	O	2.35	S	3.00	O	1.128	.347
4. I felt tense because I lack confidence during language class	2.37	S	2.46	S	2.50	O	2.55	O	2.86	O	.819	.516
5. I felt depress if the lecturer checked my grammar during language class	2.34	S	2.54	O	3.25	A	2.40	S	2.43	S	1.231	.302
6. I felt that I am not good in language class	2.40	S	2.85	O	3.25	A	2.55	O	3.00	O	2.217	.072
7. I felt nervous with the way I pronounce the words since I am not a native speaker of English	2.57	O	3.00	O	3.25	A	2.40	S	3.14	O	2.472	.049
<b>Grand Mean</b>	<b>2.41</b>	<b>S</b>	<b>2.58</b>	<b>O</b>	<b>3.04</b>	<b>O</b>	<b>2.42</b>	<b>S</b>	<b>2.86</b>	<b>O</b>		



Respondents from the Igorot tribe found to feel most stress during language classes since they felt nervous if they can't properly pronounce the words, and the teacher interrupts them to be corrected either in spelling or grammar. It is inferred that the Igorot respondents didn't fully gain their self-confidence to use the English effectively and fluently especially in speaking activities.

## T9. M and t on the Perception of Respondents on their Course Stressors along Language when they are grouped by Kind of School Gradeuated from

Language Related Statement	Public		Private		t	pV
	M	DI	M	DI		
1. I felt stress during language (English) class	2.18	S	2.46	S	-1.141	.256
2. I felt tense during speaking activities in a language class	2.65	O	2.38	S	1.099	.274
3. I felt nervous when the teacher interrupts to correct my spelling and pronunciation	2.54	O	2.15	S	1.495	.138
4. I felt tense because I lack confidence during language class	2.45	S	2.38	S	.317	.752
5. I felt depress if the lecturer checked my grammar during language class	2.41	S	2.38	S	.120	.905
6. I felt that I am not good in language class	2.48	S	3.00	O	-2.091	.039
7. I felt nervous with the way I pronounce the words since I am not a native speaker of English	2.63	O	2.85	O	-.904	.368
<b>Grand Mean</b>	<b>2.48</b>	<b>S</b>	<b>2.52</b>	<b>O</b>		

Respondents who graduated from private schools seemed to be less confident since they had a notion that they are not good in the use of English. It can be inferred that the respondents felt nervous to commit mistakes in the use of English since they were from private schools (Robinson, 2010).



## T10. M and ANOVA on the Perception of Respondents on their Course Stressors along Language when they are Group by Year Level

Language Related Statement	1st Yr		2nd Yr		3rd Yr		4th Yr		F	pV
	M	D I	M	D I	M	D I	M	D I		
1. I felt stress during language (English) class	2.00	S	2.56	O	1.97	S	2.28	S	3.045	.032
2. I felt tense during speaking activities in a language class	2.10	S	2.85	O	2.51	O	2.69	O	2.553	.059
3. I felt nervous when the teacher interrupts to correct my spelling and pronunciation	2.00	S	2.81	O	2.31	S	2.58	O	3.201	.026
4. I felt tense because I lack confidence during language class	1.90	S	2.59	O	2.38	S	2.56	O	2.591	.057
5. I felt depress if the lecturer checked my grammar during language class	2.10	S	2.56	O	2.28	S	2.53	O	1.292	.281
6. I felt that I am not good in language class	1.90	S	2.59	O	2.72	O	2.50	O	2.645	.053
7. I felt nervous with the way I pronounce the words since I am not a native speaker of English	2.10	S	2.70	O	2.67	O	2.75	O	1.738	.164
<b>Grand Mean</b>	<b>2.01</b>	<b>S</b>	<b>2.67</b>	<b>O</b>	<b>2.41</b>	<b>S</b>	<b>2.56</b>	<b>O</b>		

Respondents from the 2<sup>nd</sup> year college felt most stress and nervous during language class especially when the teacher interrupts to correct their spelling and pronunciation. It can be gleaned that the lower year level didn't fully master English since they felt less confident during speaking activities. (Orbet, E.D. And A.E. San Jose, 2013)

## T11. M and ANOVA on the Perception of the Respondents on their Course Stressors along Mathematics when they are group by Age

Mathematics Related Statement	15-17		18-20		21-23		24 & older		F	pV
	M	D I	M	D I	M	D I	M	D I		
1. I felt depressed because for me, Mathematics is a difficult subject	2.40	S	2.76	O	2.47	S	3.67	A	1.927	.130
2. I felt disappointed because I cannot make it in Math subject although I study well	2.30	S	2.77	O	2.40	S	3.67	A	2.977	.035
3. I always write down everything during Mathematics class	3.00	O	3.21	O	2.87	O	3.67	A	.918	.435
4. I felt anxious when I could not understand well the Math subject	2.40	S	2.83	O	2.53	O	3.33	A	1.647	.183
5. I can't fully understand the mathematical terms used	2.20	S	2.56	O	2.33	S	2.67	O	.895	.446
6. I felt stress if the teacher starts talking about formulas and theories in Mathematics	2.50	O	2.51	O	2.20	S	3.00	O	.985	.403
7. I fear my Mathematics teacher/instructor	2.20	S	2.06	S	1.80	S	2.67	O	.930	.429
<b>Grand Mean</b>	<b>2.43</b>	<b>S</b>	<b>2.67</b>	<b>O</b>	<b>2.37</b>	<b>S</b>	<b>3.24</b>	<b>O</b>		

The oldest respondents felt most disappointed during Mathematics class because they had the notion that they can not make it although they study well. It can be inferred that most of the respondents are uncomfortable with numbers (Ganal and Guiab, 2014).

## T12. M and ANOVA on the Perception of the Respondents on their Course Stressors along Math when they are group by Ethnic Affiliation

Mathematics Related Statements	Ilocano		Tagalog		Igorot		Ifugao		Bisaya		F	pV
	M	D I	M	D I	M	D I	M	D I	M	D I		
1. I felt depressed because for me, Mathematics is a difficult subject	2.66	O	2.62	O	3.25	A	2.60	O	3.43	A	1.582	.184
2. I felt disappointed because I cannot make it in Math subject although I study well	2.65	O	2.69	O	3.25	A	2.65	O	3.14	O	.962	.432
3. I always write down everything during Mathematics class	3.12	O	3.00	O	3.25	A	3.25	A	3.57	A	.484	.747
4. I felt anxious when I could not understand well the Math subject	2.68	O	2.85	O	3.50	A	2.70	O	3.29	A	1.694	.157
5. I can't fully understand the mathematical terms used	2.46	O	2.54	O	3.00	O	2.40	S	2.86	O	.886	.475
6. I felt stress if the teacher starts talking about formulas and theories in Mathematics	2.40	S	2.69	O	3.25	A	2.25	S	3.14	O	2.872	.026
7. I fear my Mathematics teacher/instructor	1.96	S	2.38	S	2.25	S	1.95	S	2.57	O	1.323	.266
<b>Grand Mean</b>	<b>2.56</b>	<b>O</b>	<b>2.68</b>	<b>O</b>	<b>3.11</b>	<b>O</b>	<b>2.54</b>	<b>O</b>	<b>3.14</b>	<b>O</b>		

The Igorot respondents felt most stress in Mathematics class especially when the instructor starts talking about formulae and theories. It can be gleaned that most of the Igorot respondents lack comprehension skills to analyze numbers.

**Table 13. Mean and ANOVA on the Perception of the Respondents on their Course Stressors along Mathematics when they are grouped by Year Level**

Mathematics Related Statement	1st Yr		2nd Yr		3rd Yr		4th Yr		F	pV
	M	D I	M	D I	M	D I	M	D I		
1. I felt depressed because for me, Mathematics is a difficult subject	2.10	S	2.48	S	3.10	A	2.64	O	4.879	.003
2. I felt disappointed because I cannot make it in Math subject although I study well	2.40	S	2.41	S	2.97	O	2.72	O	2.953	.036
3. I always write down everything during Mathematics class	2.60	O	2.78	O	3.51	A	3.22	O	4.775	.004
4. I felt anxious when I could not understand well the Math subject	2.90	O	2.52	O	3.10	O	2.56	O	3.916	.011
5. I can't fully understand the mathematical terms used	1.90	S	2.56	O	2.72	O	2.39	S	3.363	.021
6. I felt stress if the teacher starts talking about formulas and theories in Mathematics	2.30	S	2.63	O	2.54	O	2.36	S	.740	.531
7. I fear my Mathematics teacher/instructor	2.10	S	2.07	S	2.18	S	1.89	S	.651	.584
<b>Grand Mean</b>	<b>2.33</b>	<b>S</b>	<b>2.49</b>	<b>S</b>	<b>2.88</b>	<b>O</b>	<b>2.54</b>	<b>O</b>		

Most of the 3rd year respondents felt most depressed and disappointed when they are studying Mathematics since they couldn't comprehend well the mathematical terms used by the instructor although they write down everything about the lessons and find time to study the subject. It can be gleaned that most of the respondents lack comprehension skills to analyze numbers.

**Table 14. Mean and T-test on the Perception of the Respondents on their Course Stressors along Library Work when they are grouped by Sex**

Library Work Related Statements	Male		Fem ale		t	pV
	M	D I	M	D I		
1. I felt depressed when I don't know how to use the library	1.27	N	1.98	S	-3.073	.003
2. I felt difficulty when I tried to find references in the library	2.40	S	2.19	S	.835	.406
3. I felt uncomfortable studying in the library	1.87	S	1.87	S	.003	.998
4. I felt the library as not an important part of my study	1.40	N	1.78	S	-1.382	.170
5. I felt disappointed when the library staff are reluctant to help me	2.87	O	2.15	S	2.609	.010
6. I felt disappointed when I cannot find the book that I want to borrow	2.87	O	2.54	O	1.226	.223
7. I found the library a good place to study	2.73	O	3.53	A	-3.368	.001
<b>Grand Mean</b>	<b>2.20</b>	<b>S</b>	<b>2.29</b>	<b>S</b>		

Male respondents felt more depressed and disappointed since they lack library skills and found the library staff not accommodating to their needs. However,

Male respondents felt more depressed and disappointed since they lack library skills and found the library staff not accommodating to their needs. However, most of the respondents found the library a good place to study.

## T15. M and ANOVA on the Perception of the Respondents on their Course Stressors along Library work when they are group by Ethnic Affiliation

Library Work Related	Ilocano		Tagalog		Igorot		Ifugao		Bisaya		F	pV
	M	D I	M	D I	M	D I	M	D I	M	D I		
1. I felt depressed when I don't know how to use the library	1.88	S	1.46	N	3.00	O	2.10	S	1.43	S	3.511	.010
2. I felt difficulty when I tried to find references in the library	2.16	S	2.00	S	3.00	O	2.50	O	1.86	S	1.736	.147
3. I felt uncomfortable studying in the library	1.90	S	1.38	N	1.75	S	2.10	S	1.86	S	1.169	.329
4. I felt the library as not an important part of my study	1.81	S	1.46	N	1.50	N	1.75	S	1.57	N	.426	.790
5. I felt disappointed when the library staff are reluctant to help me	2.29	S	2.31	S	2.00	S	2.20	S	2.00	S	.218	.928
6. I felt disappointed when I cannot find the book that I want to borrow	2.72	O	2.00	S	2.75	O	2.55	O	2.29	S	1.748	.145
7. I found the library a good place to study	3.53	A	3.00	O	3.75	A	3.20	O	3.57	A	1.513	.204
Grand Mean	2.33	S	1.95	S	2.54	O	2.34	S	2.08	S		

**Most of the Igorot respondents felt most depressed to use the library as a place to study since they do not know how to use the library. However, most of the respondents found the library a good place to study. It is gleaned that the Igorot respondents lack library skills.**

# IMPLICATIONS

1. Since most of the respondents felt tense and stress during preparation of examination, they should be encouraged to strengthen and practice well their study habits to avoid cramming and nervousness.
2. Since the respondents felt stress and nervous during their language classes due to lack of confidence, the respondents should be immersed and engaged to more speaking activities. This is to address the needs of the students with the proper use of L2 both in speaking and writing skills.
3. To address the notion that Mathematics is a difficult subject, instructors should find ways and strategies to make the mathematical terms, formulae and theories , easier and simpler to understand, and more interesting to study.
4. To relieve their stress, disappointment and uncomfortable feelings towards library, the library staff should show their willingness and enthusiasm to guide and assist their clients in using the library.