

Stress Levels Among the Senior High School Students in Practical Research 2

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Abstract

Stress is something that causes anxiety or depression, it comes from schooling, church, or even at home. It is the reaction of one's body and mind to something that causes a change in the balance. Although senior high school students may encounter common stressors in secondary level, perceptions of what are considered as academic stressors may differ.

The study is entitled; "Stress Levels of Senior High School Students in Practical Research 2." This study was in a quantitative design. This study aimed to know the level of stress experienced by senior high school students in Practical Research 2. For the purpose of the study, all grade-12 students in Jagobiao National High School are required to answer the questionnaires in rating scale form.

Results indicates that causes of these stress levels is correlated with the three categories the researchers created— gender, strand and economic status of students. It can be inferred that there is a significant association of stress levels between gender and the content of students. It was also found that there is no significant association of stress levels between gender and the skills and attitude of students. Moreover, there is no significant association of stress when students are categorized according to strand by content, skills/performance and attitude. Lastly, with regards to economic status, content and attitude was found to be significant among students. However, skills has no significant association with economic status of students.

Confounding factors, such as sample size, are addressed. Suggestions for the future research are provided.

Index Terms- *Stress, Stress Level, Gender, Strand, Economic Status*

I. INTRODUCTION

Stress is something that causes anxiety or depression, it comes from schooling, church, or even at home. Porwal & Kumar (2014) stated that there are lot of stress related to studies, home works, test and other academic competitions. The students also faces a lot of stress due to imbalance of academic, social performances and time management for extra-curricular activities from education. Academic stress in the students who are unable to maintain balance between their academic activities, social, emotion and family. [133].

Stress is the reaction of one's body and mind to something that causes a change in the balance. The level of difficulties inherent in the coursework and exams may present different stress levels to the students. (Rafidah, Azizah, Norzaidi, Chong, Salwani & Noraini, 2009, 37). Stress is a common aspect of many different emotions like anxiety, frustration, anger, worry, fear, sadness and despair. Some reasons for stress during adolescence are because of disturbed family dynamics, peer pressure, inability to cope with studies, drug abuse and lack of competence. (Ghatol, 2017, 38). Stress is also highly correlated with social and financial stress. (Pariat, Rynjah, Joplin, & Kharjana, n.d., 40). It is a result of a wide range of issues, including test and exam burden, a demanding course, a different educational system, and thinking about future plans upon graduation. (Ramli, Alavi, Mehrihnezhad, & Ahmadi, 2018, 1). Stress can really change an individual feelings or emotions. (MyersDG, 2005, 86). Shastri (2016) explained that some individuals are more sensitive or prone to some stressor than others, stress is caused by environmental and internal demands that need to be adjusted continuously. [72].

Stresses can cause an individual to become stressful, feel distress and emotional while on the other hand, stresses gives motivation and evoke an individual to be more upholding and persistence in the study in order to reach the optimum target and achieve further success. (Singh, Sharma, & Sharma, 2011, 152-153).

Although senior high school students may encounter common stressors in secondary level, perceptions of what are considered as academic stressors may differ. As such, the purpose of this study is to determine the stress levels of the Senior High School Students particularly the Grade 12 students of Jagobiao National High School. Thus, this study needs to embark.

II. IDENTIFY, RESEARCH AND COLLECT IDEA

Stress is normal in one's life, everybody experiences stress. It may come from different situations that causes one feel frustrated, angry or anxious. Stress could be positive as well as negative. When an individual is doing his/her work properly and systematically then it is because of positive stress or eustress but when one lose rhythm for same work, it is negative stress or distress. So, stress is good in one way and bad in other way. (Khan, Lanin, & Ahmad, 2015, 166). Stress level can be high or low. Having a low stress level can be good. Stress motivate and help one to become productive. However, experiencing or responding too much stress can be harmful so that, it may have a negative effect on the functioning mind and learnings of students. It can also affect student's grades, health and personal adjustment. (Akande, Olowonirejuano & Okwara-Kalu, 2014, 24).

Stress, anxiety, depression are commonly found among the students in present days (Wani, Sankar, Rakshantha, Nivatha, Sowparnika, & Marak, 2016, 51). Academic stress, social stress, emotional stress and financial stress are some of the common stresses that are experienced by students. (Pariat, Rynjah, Joplin, & Kharjana, n.d., 42-43.) According to Porwal and Kumar (2014), some sources of student's stress are their academics, family, friends, and other social performances that was not able to be managed and well treated while handling it. Hence, Academic stress adversely affects overall adjustment of students. [136]. (Hussain, Kumar & Husain, 2008, 72). There are stressors among students like difficulty in understanding subject that have been learnt, too much homework, and school schedules was too packed. (Shahmohammadi, 2011, 395). Participation in a particularly academically demanding curriculum is associated with increased perceptions of stress in fact, the manner in which students cope with stress appears to be related to their emotional well-being. (Suldo, Shaunessy & Hardesty, 2008, 288). Stress occurs when aspects of the environment overwhelm an individual, when too much is expected from and individual cannot meet their expectations. (Wani, Sankar, Rakshantha, Nivatha, Sowparnika & Marak, 2016, 48).

Delayed academic stress decreases students' academic performance it hinders his ability to study efficiently and better time management. (Khan & Kausar, 2013, 149). In general, the components of academics are curriculum and instruction, teamwork and placement, and among these aspects curriculum and instruction aspects were found to be largely responsible. (Nandamuni & Ch, n.d, 39-40).

There are stages of stress that was identified. The first stage is an alarm stage or an awareness that stressors exist, resistance stage or second stage is to shoulder the stress and use coping strategies, the third stage or the exhaustion stage or better known as burnout or breakdown stage. (Robinson, 1989, 78).

According to Khan (2013), stress affects some areas like students' performance, gender, age and educational level.

Student performance shows that the less the students have their course period but are required to accomplish many modules, leads them to stress. The higher the stress, the lower the academic achievement of the students. Talib and Zia-ur-Rehman (2012), implies that the higher the stress perceived by the students, the lower is their performance. High and low academic performance differed significantly on educational, miscellaneous and overall sources of stress. (Shastri, 2016, 79).

Stress can vary in gender. It depends whether the student is a male or female. Stress is much higher in female students compared to male students. Females are more likely to experience a high level of stress due to their nature of being emotional than males. (Akande, Olowonirejuano & Okwara-Kalu, 2014, 35). Gender may be associated with stress burnout. (Antoniou, Polychroni, & Vlachakis, 2006, 688). In contrary in a higher stress level due to the high expectation of their parents of the students, and male perceived higher academic stress from conflict whereas women displayed greater behavioural and psychological reaction to stress. Hence, the expectation from parents are more among boys than girls. (Pormal & Kumar 2014). Women reportedly higher levels of psychological distress than men. (Nerdrum, Rustoen, & Ronnestad, 2006, 95).

Another is age, one of the basis of how much stress is being perceived by the students. Academic stress in higher younger students than older students for younger students are not much oriented on managing their own stress. Effects of age on performance were stronger than those of either gender or stress. (Matthews, 1999, 1009).

Stress depends on the level of education of students. It is higher in junior students than senior students because they are less-experienced and has a low-level of maturity. Stress can also affect ones degree, for instance medical students are much in risk, depression and anxiety due to perceived stress by students which could be high or low. Generally, stress is rigid for it can decrease student's performance can hinder the students' ability to study efficiently and better time management which may differ on its intensity: high moderate and low.

Learner's improvement of academic performance is one of the main objectives of educational centers, because academic performance is essential for success and progress. Different factors such as individuals learning styles and studying skills can influence academic performance. (Mashayekhi, Rafati, Mashayekhi, Rafati, Mohamadisardoo & Yahaghi 2014, 182). According to Bayram and Bilgel (2007), students who were satisfied with their education had lower depression, anxiety and stress scores than those who were not satisfied. Stress arises when there are burden on the person which exceed his available assets. (Khan & Kausar, 2013, 146). Majority of students' perceived education as more stressful. (Shastri, 2016, 71). When stress affects the brain, with its many nerve connections, the rest of the body feels the impact as well. So it stands the reason that the body feels better, so does the mind. (Kumar & Bhukar, 2013, 10). Students with high and moderate stress performs better than the students having less stress.

On the contrary stress does not always correlate with academic achievement negatively and stress and academic achievement are not mediated by gender. (Kumari & Gartia, 2012). However, stress manifests itself in one of three ways in terms of attitude, physical well-being, and performance. (Robinson, 1989, 79). There is no significant effects found between relationship of stress and performance, this implies that regardless of stress level, students can still achieve academic excellence. (Gbettor, Atatsi, Danku, & Suglo, 2015, 90). In fact, Shastri and N (2016) were emphasizing that stress is correlated to academic achievement. Gunuc (2014)

stated that cognitive, emotional and behavioural engagements had a strong relationship with academic achievement, and it is important to increase students' cognitive and behavioural engagements. [226]. Ghatol (2017) explained that a supportive and stimulating atmosphere is very necessary for the student to progress in their academic life and for reaching their aim or goal. [38]. The amount of stress experienced by the students are desirable in attaining good academic results, it is equally important to identify what constitute good and bad stress and how good stress can be enhanced and bad stress can be eliminated. (Rafidah, Azizah, Norzaidi, Chong, Salwani & Noraini, 2009,46). Students should recognize the various symptoms associated with stress and know how to alleviate them. (Keady, 1999, 50).

III. WRITE DOWN YOUR STUDIES AND FINDINGS

This chapter presents the findings, analysis, discussion and interpretation of data gathered wherein the objective is to know the stress levels of Senior High School students of Jagobiao National High School in the course of Practical Research 2.

Table 1. Stress Level of students in terms of content according to gender

I. CONTENT	MALE		FEMALE	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
1. I need time to think or understand on how to make the introduction of our research study.	3.34	Very High	3.53	Very High
2. I do not feel that I really understand what my teacher is trying to explain.	2.38	Average	2.59	High
3. I am afraid to ask questions.	2.46	Average	2.92	High
4. I am having a hard time in making a review of related literature.	3.05	High	3.12	High
5. I think I cannot attain my academic goals.	2.59	High	2.49	Average
OVER-ALL MEAN	2.77	HIGH	2.93	HIGH

Legend: Very high (3.26-4.00), High (2.51-3.25), Average (1.76-2.50), Fair (1.00-1.75)

The table above shows the weighted mean of the stress level of grade 12 students according to gender, male and female. In terms of **content**, the statement "I need time to think or understand on how to make the introduction of our research study" has the highest weighted mean of 3.34 and 3.53, interpreted as very high. This indicates that both male and female students is experiencing high level of stress in thinking or understanding how to make an introduction of a research study. For males, the statement "I do not feel that I really understand what my teacher is trying to explain" has the lowest weighted mean of 2.38 which is interpreted as average. This implies that students is experiencing an average level of stress in understanding what their Practical Research teacher is explaining. On the other side, the statement "I think I cannot attain my academic goals" has the lowest weighted mean of 2.49 interpreted as average for females also suggests that female students are experiencing an average level of stress in thinking that they cannot attain their academic goals. The overall weighted mean for both gender is 2.71 for male and 2.93 female which signifies that the level of stress in both male and female is high under content.

Table 2. Stress Level of students in terms of skills/performance according to gender

II. SKILLS/PERFORMANCE	MALE		FEMALE	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
1. I do not seem to have enough time to do my assignments and other written outputs that needs to be done.	2.46	Average	2.82	High
2. I can read books, journals or other academic materials for more than an hour and not remember anything I had read.	2.39	Average	2.46	Average
3. I am unable to perform tasks well, as well as I used to, my judgment is clouded or not as good as it was.	2.69	High	2.55	High
4. I have to bring works at home.	2.54	High	3.06	High
5. I am not that literate enough to use computer for academic purposes like printing and encoding.	2.21	Average	2.38	Average
OVER-ALL MEAN	2.46	AVERAGE	2.65	HIGH

Legend: Very high (3.26-4.00), High (2.51-3.25), Average (1.76-2.50), Fair (1.00-1.75)

The table above shows the weighted mean of the stress level of grade 12 students according to gender in terms of **skills/performance**, in which females got the highest weighted mean in the statement “I do not seem to have enough time to do my assignments and other written outputs that needs to be done” which is 2.82 that falls under high. This suggest that female students are experiencing high level of stress and have a high difficulty in managing their time in doing the assignments or outputs that needs to be done. The statement “I am unable to perform tasks well, as well as I used to, my judgment is clouded or not as good as it was” has the highest weighted mean of 2.69 in males, which is interpreted as high, this suggest that male students are experiencing high level of stress in performing their tasks well. Lastly the statement “I am not that literate enough to use computer for academic purposes like printing and encoding” has the lowest weighted mean of 2.21 for male and 2.38 for female which are interpreted as average, for both males and females respectively, this suggest that both gender is experiencing an average level of stress in taking being illiterate in computer like printing and encoding for academic purposes negatively. The overall weighted mean for male is 2.46 which is interpreted as average, which indicates that male students take skills/performance in their levels of stress averagely. On one hand, female students got an overall weighted mean of 2.65 which is interpreted as high and also implies that female students take skills/performance in their levels of stress as high.

Table 3. Stress Level of students in terms of attitude according to gender

III. ATTITUDE	MALE		FEMALE	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
1. I am always late for classes.	3.21	High	2.78	High
2. I agree to do things I don't really want to do.	2.68	High	2.48	Average
3. I find that I don't have time for many interests in our course.	2.54	High	2.64	High
4. I underestimate how long it takes to do things.	2.51	High	2.48	Average
5. I frequently have guilty feelings if I relax and do nothing.	2.29	Average	2.38	Average
6. I have a strong sense of commitment.	2.27	Average	2.39	Average
OVER-ALL MEAN	2.58	HIGH	2.53	HIGH

Legend: Very high (3.26-4.00), High (2.51-3.25), Average (1.76-2.50), Fair (1.00-1.75)

The table above shows the weighted mean of the stress level of grade 12 students according to gender in terms of **attitude**, both gender got high as an interpretation of the weighted mean 3.21 for male and 2.78 for female in the statement “I am always late for classes.” It can be inferred that both male and female students admit that they are always late in class and this causes high level of stress in terms of their attitude. Male students got the highest weighted mean for the second statement “I agree to do things I don't really want to do” which is 2.68 and is interpreted as high, which suggest that male students agree to do the things they don't really want to do that causes high levels of stress for them. The third statement “I find that I don't have time for many interests in our course” got the same interpretation for both gender which is high, 2.54 for male and 2.64 for female students this suggest that both gender don't have time for many interests in their course that would lead them in having high level of stress. The statement “I have a strong sense of commitment”, got the same interpretation for both gender, 2.27 for male and 2.39 for female students which is interpreted as average which suggest that both gender take having a strong sense of commitment averagely. The overall weighted mean for both male and female students got the same interpretation which is 2.58 for male and 2.53 for female students respectively which is interpreted as high, this implies that both gender are experiencing high level of stress under the category of attitude.

Table 4. Result of Chi-Square

GENDER	X ²	X ² _{critical value}	Decision
CONTENT	5.46	3.84	Significant
SKILLS	0.76	3.84	Not Significant
ATTITUDE	0.75	3.84	Not Significant

Table 4 shows the result of chi-square of the different categories above with regards to gender. For the three categories namely: content, skills, attitude, the x^2_{comp} (5.46, 0.76, 0.75) respectively. The computed value of x^2 in the categories of skills and attitude are lower than x_{crit} (3.84) these values failed to reject the null hypothesis and the computed value of x^2 under the category of content is higher than the x_{crit} (3.84) this value succeeded to reject the null hypothesis.

It can be inferred that there is a significant association of stress levels between gender and the content of students. It can also be noticed that there is no significant association of stress levels between gender and the skills and attitude of students. In similar to the

findings of Azila-Gbettor, Atatsi, Danku, and Soglo (2015), the causal factors for stress categories have been mixed and the level of stress was found to be not significant between stress and skills/performance.

Table 5. Stress Level of students in terms of content according to strand

I. CONTENT	ABM		GAS		HUMSS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
1. I need time to think or understand on how to make the introduction of our research study.	2.89	High	3.19	Very High	3.51	Very High
2. I do not feel that I really understand what my teacher is trying to explain.	2.58	High	2.56	High	2.46	Average
3. I am afraid to ask questions.	2.34	Average	2.73	High	2.52	Very High
4. I am having a hard time in making a review of related literature.	2.40	Average	3.09	High	2.94	Very High
5. I think I cannot attain my academic goals.	2.79	High	2.61	High	2.45	Average
OVER-ALL MEAN	2.60	HIGH	2.84	HIGH	2.77	HIGH

Legend: Very high (3.26-4.00), High (2.51-3.25), Average (1.76-2.50), Fair (1.00-1.75)

The table above shows the weighted mean of the stress level of grade 12 students according to strand. In terms of **content**, the statement “I need time to think or understand on how to make the introduction of our research study” both strands of Humanities and Social Sciences (HUMSS) and General Academic Strand (GAS) got the highest weighted mean of 3.19 and 3.51 respectively. This suggest that the students under these strands have a very high level of stress in understanding or thinking how to make an introduction on their research study, while on the other hand the Accountancy Business and Management (ABM) strand got a weighted mean of 2.89 which is interpreted as high, which suggest that the students under this strand is experiencing a high level of stress in understanding or thinking how to make an introduction in their research study. Both ABM and GAS got the same interpretation in second statement “I do not feel that I really understand what my teacher is trying to explain” 2.58 for ABM and 2.56 for GAS which is interpreted as high. This indicates that the students under these strands are having high level of stress in understanding what their teacher is trying to explain. Likewise, the statement “I think I cannot attain my academic goals” both GAS (2.61) and ABM (2.79) strands got the same interpretation which is high, which also suggest that the students under these strands are experiencing stress in thinking that they cannot attain their academic goal. It was shown in the table that the overall weighted mean in terms of content is 2.60 in Accountancy, Business, and Management (ABM); 2.84 in General Academic Strand (GAS); and 2.77 in Humanities and Social Sciences (HUMSS) this signifies that all strands has a high level of stress in terms of content in Practical Research 2.

Table 6. Stress Level of students in terms of skills/performance according to strand

II. SKILLS/ PERFORMANCE	ABM		GAS		HUMSS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
1. I do not seem to have enough time to do my assignments and other written outputs that needs to be done.	2.76	High	2.61	High	2.57	High
2. I can read books, journals or other academic materials for more than an hour and not remember anything I had read.	2.16	Average	2.62	High	2.51	High
3. I am unable to perform tasks well, as well as I used to, my judgment is clouded or not as good as it was.	2.85	High	2.45	Average	2.55	High
4. I have to bring works at home.	2.67	High	3.02	High	2.71	High
5. I am not that literate enough to use computer for academic purposes like printing and encoding.	2.19	Average	2.29	Average	2.41	Average
OVER-ALL MEAN	2.52	HIGH	2.60	HIGH	2.55	HIGH

Legend: Very high (3.26-4.00), High (2.51-3.25), Average (1.76-2.50), Fair (1.00-1.75)

The table above shows that the three strands got the same interpretation under the first statement “I do not seem to have enough time to do my assignments and other written outputs that needs to be done”, 2.76 for ABM, 2.61 for GAS and 2.57 for HUMSS and these weighted mean are interpreted as high, which suggest that the students under these strands are experiencing high level of stress in not having enough time to do their assignments and other written outputs. The statement “I am unable to perform tasks well, as well as I used to, my judgment is clouded or not as good as it was” has the highest weighted mean of 2.85 in the strand of Accountancy, Business, and Management (ABM) which is interpreted as high which implies that the students under this strand are experiencing high level of stress in performing their task well. The statement “I have to bring works at home” has the highest weighted mean of 3.02 in General Academic Strand (GAS) and 2.71 in Humanities and Social Sciences (HUMSS) where both of them are interpreted as high this also implies that the students under these strands are having high level of stress caused by bringing works at home. Meanwhile, the statement “I can read books, journals or other academic materials for more than an hour and not remember anything I had read” has the lowest weighted mean of 2.16 in the strand of Accountancy, Business, and Management (ABM) which is interpreted as average which suggest that the students under this strand is experiencing average difficulty in not remembering anything that they had read. Furthermore, the statement “I am not that literate enough to use computer for academic purposes like printing and encoding” in the strand of General Academic Strand (GAS) and Humanities and Social Sciences (HUMSS) has respectively the lowest weighted mean of 2.32 interpreted as high and 2.41 as average which implies that the students under the academic strand of GAS are experiencing high level of stress in being illiterate in using computer for academic purposes and the students under HUMSS are experiencing average level of stress in being illiterate in using computer for academic purposes. In terms of skills and performance, it was shown in the table that all the strand has a high level of stress based on their overall weighted mean of 2.53 (ABM), 2.60 (GAS), 2.55 (HUMSS), in totality this implies that the students under these strands are experiencing high level of stress in terms of skills/performance.

Table 7. Stress Level of students in terms of attitude according to strand

III. ATTITUDE	ABM		GAS		HUMSS	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
1. I am always late for classes.	2.89	High	3.06	Very High	3.04	High
2. I agree to do things I don't really want to do.	2.58	High	2.57	High	2.59	High
3. I find that I don't have time for many interests in our course.	2.34	Average	2.85	High	2.58	High
4. I underestimate how long it takes to do things.	2.40	Average	2.58	High	2.49	Average
5. I frequently have guilty feelings if I relax and do nothing.	2.79	High	2.09	Average	2.13	Average
6. I have a strong sense of commitment.	2.58	High	2.15	Average	2.27	Average
OVER-ALL MEAN	2.60	AVERAGE	2.55	AVERAGE	2.52	HIGH

Legend: Very high (3.26-4.00), High (2.51-3.25), Average (1.76-2.50), Fair (1.00-1.75)

The table above shows that General Academic Strand (GAS) got the highest computed weighted mean of 3.06 and is interpreted as very high among the two other strands in the statement “I am always late for classes” which suggest that the students under this strand is having high level of stress caused by always being late for classes. Among the three strands GAS got the highest weighted mean in the statement “I underestimate how long it takes to do things” with a mean of 2.49 which falls under the interpretation of high which suggest that the students under this strand is experiencing high level of stress by underestimating how long it takes to do things. The statement “I frequently have guilty feelings if I relax and do nothing” got a highest computed weighted mean of 2.79 and is interpreted as high in Accountancy, Business and Management (ABM) strand, which implies that students under this strand is experiencing high level of stress caused by frequently having guilty feelings of doing nothing. Lastly the last statement “I have a strong sense of commitment” has the highest computed weighted mean of 2.58 and is interpreted as high still in strand of ABM, which suggest that the students under this strand has a strong sense of commitment which might lead them to high level under attitude. The GAS and ABM strand got the same interpretation for the overall weighted mean, 2.60 for ABM and 2.55 for GAS which falls under the interpretation of average, this signifies that these two strands are experiencing average level of stress for all the statement under attitude. On the other hand the strand HUMSS got a weighted mean of 2.52 which suggest that the students under this strand is having high level of stress for all the statement under attitude.

Table 8. Result of Chi-Square

STRAND	X ²	X ² _{critical value}	Decision
CONTENT	1.95	5.99	Not Significant
SKILLS	3.27	5.99	Not Significant
ATTITUDE	1.72	5.99	Not Significant

The table above shows the result of chi-square in different categories with regards to the strand of students. For the content, its $x^2_{comp} = 1.95$; for skills, it has $x^2_{comp} = 3.27$; and for attitude it has $x^2_{comp} = 1.72$. The computed value of x^2 is lesser than its critical value which is 5.99. So, it failed to reject the null hypothesis.

It shows that there is no significant association of stress levels when students are categorized according to strand in terms of content, skills/performance and attitude.

Table 9. Stress Level of students in terms of content according to economic status

I. CONTENT	5000 – 10000		10001 - 15000		15001 – 2000	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
1. I need time to think or understand on how to make the introduction of our research study.	3.42	Very High	3.31	Very High	3.42	Very High
2. I do not feel that I really understand what my teacher is trying to explain.	2.50	High	2.51	High	2.28	Average
3. I am afraid to ask questions.	2.68	High	2.81	High	2.38	Average
4. I am having a hard time in making a review of related literature.	3.09	High	3.15	High	2.87	High
5. I think I cannot attain my academic goals.	2.57	High	2.42	High	2.30	Average
OVER-ALL MEAN	2.85	HIGH	2.84	HIGH	2.65	HIGH

Legend: Very high (3.26-4.00), High (2.51-3.25), Average (1.76-2.50), Fair (1.00-1.75)

The table above shows the result of the weighted mean by economic status. The findings present that the overall weighted mean of all the economic status are as follows: P5000-P10000 is interpreted as low, P10001-P15000 is interpreted as average and P15001-P20000 is interpreted as high. The three indicators of economic status have the same interpretation in the statement “I need time to think or understand on how to make the introduction of a research study” with a computed mean of 3.42 for P5000-P10000, 3.31 for P10001-P15000 and 3.42 for P15001-P20000 which suggest that the students’ who are under each indicators of economic status are experiencing high level of stress due to the factor of their economic status. Also with the statement “I am having a hard time in making a review of related literature” the students under each indicators of economic status have the same interpretation which is high, which implies that economic status is also one factor that causes the students to have a hard time in making a review of related literature and this causes them in experiencing high level of stress. Furthermore, the overall computed weighted mean for the three indicators of economic status have the same interpretation 2.85 for P5000-P10000, 2.84 for P10001-P15000 and 2.65 for P15001-P20000 which are interpreted as high, this signifies that there is a connection between the economic status and the level of stress among the students under the category of content.

Table 10. Stress Level of students in terms of skills/performance according to economic status

II. SKILLS/ PERFORMANCE	5000 - 10000		10001 - 15000		15001 - 2000	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
1. I do not seem to have enough time to do my assignments and other written outputs that needs to be done.	2.63	High	2.71	High	2.42	Average
2. I can read books, journals or other academic materials for more than an hour and not remember anything I had read.	2.37	Average	2.43	Average	2.68	High
3. I am unable to perform tasks well, as well as I used to, my judgment is clouded or not as good as it was.	2.58	High	2.54	High	2.58	High
4. I have to bring works at home.	2.80	High	2.88	High	2.47	Average

5. I am not that literate enough to use computer for academic purposes like printing and encoding.	2.30	Average	2.24	Average	2.18	Average
OVER-ALL MEAN	2.54	HIGH	2.56	HIGH	2.47	Average

Legend: Very high (3.26-4.00), High (2.51-3.25), Average (1.76-2.50), Fair (1.00-1.75)

In terms of skills/performance, the table above presents that the students whose economic status that falls under the indicators of P5000-P10000 (2.54) and P10001-P15000 (2.56) have an interpretation of high which implies that the Grade-12 students under these economic status are experiencing high level of stress in performing their tasks well in school due to their economic status and the indicator P15001-P20000 has a weighted mean of 2.47 and is interpreted as average which suggest that the Grade-12 students under this economic status are experiencing an average level of stress in term of skills/performance.

Table 11. Stress Level of students in terms of attitude according to economic status

III. ATTITUDE	5000 – 10000		10001 - 15000		15001 - 2000	
	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION	WEIGHTED MEAN	INTERPRETATION
1. I am always late for classes.	2.89	High	2.83	High	2.95	High
2. I agree to do things I don't really want to do.	2.56	High	2.47	Average	2.83	High
3. I find that I don't have time for many interests in our course.	2.53	High	2.46	Average	2.95	High
4. I underestimate how long it takes to do things.	2.45	Average	2.47	Average	2.77	High
5. I frequently have guilty feelings if I relax and do nothing.	2.39	Average	2.22	Average	2.75	High
6. I have a strong sense of commitment.	2.40	Average	2.15	Average	3.15	High
OVER-ALL MEAN	2.53	High	2.44	AVERAGE	2.90	High

Legend: Very high (3.26-4.00), High (2.51-3.25), Average (1.76-2.50), Fair (1.00-1.75)

In terms of attitude, the table above presents the overall computed weighted mean for grade 12 students whose economic status that falls under the indicators of P5000-P10000 and P15001-P20000 are interpreted as high which suggest that students under these economic status is experiencing high level of stress in terms of attitude due to their economic status. The indicator P10001-P15000 got a computed mean of 2.44 and is interpreted as average, which implies that students under this economic status are experiencing an average level of stress in terms of attitude.

Table 12. Result of Chi-Square

ECONOMIC STATUS	X ²	X ² _{critical value}	Decision
CONTENT	11.73	5.99	Significant
SKILLS	0.08	5.99	Not Significant
ATTITUDE	7.87	5.99	Significant

The table above shows the result of chi-square in different categories of the course Practical Research 2 with regards to student's economic status. For the content, $x^2_{comp} = 11.73$; for skills, $x^2_{comp} = 0.08$; and for attitude $x^2_{comp} = 7.87$.

It can be inferred that there is a significant association between content and economic status. Since the computed value of x^2 in content (11.73) is greater than its critical value which is 5.99. Therefore, the null hypothesis is accepted. The computed value of x^2 in skills/performance (0.08) is less than its critical value. Therefore, the null hypothesis is rejected, this means that there is no significant association between skills/performance and economic status. It can also be noticed that attitude has a significant association between economic status, since the computed value is greater than its critical value. On one side, the computed value of x^2 attitude under economic status is greater than its critical value which is 5.99 which signifies that there is a significant association of stress levels between students' economic status and the content.

FINDINGS

The study reveals that majority of Grade-12 Senior High School students experience stress at High and Average level of stress in terms of content, skills/performance and attitude. This is in line with the findings of Akande, Olowonirejuaro and Okwara-

Kalu (2014) which indicated that looking at the present situation under which secondary education is taking place one would have expected a higher level of stress among secondary school students in terms of their academic performance.

The more specific objective of the present study was to find out if there is any significant association between the student's stress levels in terms of content, skills/performance and attitude categorized to gender, strand and economic status.

The study also shows that there is a significant association of stress levels between gender and the content of students. This signifies that gender has something to do with the stress levels of senior high school students in Practical Research 2. Furthermore, there is no significant association of stress levels and the skills and attitude of students categorized to gender. With this it can be inferred that gender has nothing to do with the stress levels of students in terms of skills/performance and attitude.

The second objective of the present study is to determine the possible stress factors that the students perceived which may contribute to their stress levels. Some of these factors show substantial percentage of stress that causes the student's to experience average and high level of stress in terms of content and skills/performance according to strand.

The study also reveals that there is no significant association of stress levels when students are categorized according to strand in terms of content, skills/performance and attitude. On one hand, there is a significant association of stress levels between students' economic status and the content and skills, while on the other hand there is no significant association of stress levels between attitude and the economic status of the Grade-12 students.

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VI. CONCLUSION

This study has assessed the stress levels of senior high school students. Based on the results, the content was found to be significant and in contrary, skills and attitude was found to be not significant in accordance to the gender of the students. Meanwhile, in terms of strand, it was found to be insignificant in three categories: content, skills, and attitude. Lastly, in accordance of economic status, it shows that it has a significant association with the content and attitude of the students; then, skills has found to be not significant in association of stress levels of students.

Generally, gender affects the level of stress among students in terms of content. Furthermore, skills and attitude is not affected by the gender of students based on the result of the computation of chi-square. It can also be inferred that whatever strand the students take up, it does not affect its stress levels in content, skills, and attitude in Practical Research 2 subject. Hence, whatever the economic status of the student, it does not affects its skills in Practical Research 2.

APPENDIX

**APPENDIX A
RESEARCH INSTRUMENT-A**

Name: _____

Age: _____

Grade: _____

Strand: _____

Economic Status: (Income of the Family)

P5000-P10000

P10001-P15000

P15001-P20000

Instruction: Rate each question according to your preference.

4-VERY HIGH 3-HIGH 2-AVERAGE 1-FAIR

I. CONTENT	4	3	2	1
1. I need time to think or understand on how to make the introduction of our research study.				
2. I do not feel that I really understand what my teacher is trying to explain.				
3. I am afraid to ask questions.				
4. I am having a hard time in making a review of related literature.				
5. I think I cannot attain my academic goals.				
II. SKILLS/PERFORMANCE	4	3	2	1
1. I do not seem to have enough time to do my assignments and other written outputs that needs to be done.				
2. I can read books, journals or other academic materials for more than an hour and not remember anything I had read.				
3. I am unable to perform tasks well, as well as I used to, my judgment is clouded or not as good as it was.				
4. I have to bring works at home.				
5. I am not that literate enough to use computer for academic purposes like printing and encoding.				
III. ATTITUDE	4	3	2	1
1. I am always late for classes.				
2. I agree to do things I don't really want to do.				
3. I find that I don't have time for many interests in our course.				
4. I underestimate how long it takes to do things.				
5. I frequently have guilty feelings if I relax and do nothing.				
6. I have a strong sense of commitment.				

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