Assessing sources of stress, coping strategy and its effect to the academic performance of Grade 9 students in Cagayan de Oro National High School

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Abstract— This study was conducted to assess sources of stress, coping strategy and its effect to the academic achievement of grade 9 students in Cagayan de Oro National High School. The study focused on the three sources of stress which are Physical stress, Social Stress and Academic Stress and how students cope with it and its effect to academic performance. This study was based on Lazarus and Folkman's conceptualization of stress, appraisal and coping. The study used a descriptive research design specifically the survey method. This was to examine the relationship between stress level and the academic performance. The tool used were adopted from the study of: Assessing Stress among University Students by Dr. Ahmad. M. Thawabieh and Dr. Lama. M. Qaisy (2012). However, the tool for coping strategies is adopted from the study of Stress Coping Style Inventory of students at Universities and Colleges of Technology by Ying Ming Lin & Farn Shing Chen (2010).The grade point average was used to determine students' academic performance. The selection was done through the proportionate random sampling. There was a random selection of 279 respondents'. The statistics used were frequency, percentage and multiple linear regression. Findings revealed that, Physical stress and Academic stress were the students' source of stress .The result indicated that the two sources of stress are correlated to the academic performance of the students. The coping strategies do the students most employ is the Emotion-Focused Coping. It is therefore concluded that, although students were stressed, but the academic performance was influenced by the coping strategies used by individual students. Given the findings of the study, it is highly recommended for the school to maintain a positive and safe learning environment. Students should have a "brain Breaks" to process learning. Guidance and Counselling services should have a depth programs to assess students stress. Teachers are recommended to teach and model a stress management skills to fight stress.

Index Terms—academic performance,academic stress, coping strategies, emotion-focused coping, physical stress, social stress,stress

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1 INTRODUCTION

STRESS is a mental or physical occurrence molded through one's mental assessment of the motivation and is a result of one's dealings with the environment (Lazarus & Folkman 1984).Likewise, stress is everywhere daily but definitely stress is neutral. Specifically, it is one's sensitivity of the situation that regulates feedbacks. However, stress is positive when the person feels motivated and able to cope the situation. Above all, this positive response prepares the body for action and stimulates the higher thinking centers of the brain. On the other hand, it is negative when a person feels helpless and not in control of the circumstances that disturbs both the brain and the body in ways that can be damaging to physical and mental health. Consequently, students can potentially experience different types of stress that can affect mental, social health and academic performance (Thawabieh & Qaisy 2012), thus, the students' set of circumstances inspire this writing. Nowadays, students' existent can be in different scenario of time. There are individuals who are privileged to have an environment which is anchored on their families and friends. Certainly, they spend more time with their families and friends than any other people. For this reason, caring families and friends that provide a safe, positive and with a dependable environment of new encounters aid the teenager handle stress successfully. At the same time, there are students who are in a state of undesirable social happenstances at the present time. There are those victims of different kinds of struggles-violence, parent

split-up, poverty, homelessness, job loss, malnutrition, drugs and alcohol abuse among others. Certainly, expressing the relationships with peers, siblings, parents and even teacher student association are remarkable factors that affect the academic performance of the students (Rajsekar2013).Above all, Grade 9 students are the 14-15 year old individual when the cognitive, emotional, and physical are all pending together at this phase. The students have more autonomy and still have the strength to be impulsive and are inclined to making mistakes (Stern 2004).Besides, Grade 9 students is the grade of a pivotal moments of an adolescents in a student's education (Ravitch 2004).Undeniably, this is the last year of junior high and whatever may have the findings of this research, still they are the future respondents of the proceedings.

The purpose of this study is to assess sources of stress, namely Physical, Social and Academic, coping strategy and its effect on the academic performance of Grade 9 students in Cagayan de Oro National High School. Cagayan de Oro National High School is one of the Secondary Public School located within the heart of the City and it's very accessible to transportation for many students. Specifically, the school is located at 8th 2nd Streets, Nazareth, Cagayan de Oro City, Misamis Oriental. Every classroom has a population ranging from 70 to 90 plus students. This means class size are much larger than the average class. In particular, Grades 9 and 10 from Basic Education Curriculum comes in the morning

(7AM-11AM) while grades 7 and eight students attend class in the afternoon (11AM-3PM). While, STVEP (Strengthened Technical-Vocational Education Program), SPA (Special Program for Arts) and Science classes comes 7AM to 4:30 PM.

2 REVIEW OF RELATED LITERATURE

Stress and Its Effect

The study on The Social Dimension of Stress Reactivity: Acute Stress Increases Prosocial Behavior in Humans by Bernadette von Dawans and Urs Fischbacher et.al. (2012) revealed that stress activates social attitude of conduct in an individual.. In other words, students were extra more willing to trust their association and showed a greater inclination to share. response thus engaging in prosocial behavior in response to tend-and-befriend hypothesis.

The study of Shankar, Nilani L. Shankar and Crstal L. Park (2016) on Effects of Stress on students' physical and mental health academic success, provides a conceptual overview on stress. According to the study, stress has direct (psycho neuroimmunological, endocrine) and indirect (health and behavior) effect to mental health, physical and cognitive to academic success of the students.

Sources of Students' Stress and Coping

The study of Muhamad Saiful Bahri Yusoff (2010) on Stress, Stressors & Coping Strategies among Secondary School. The study established the fact that the main stressors of students stress were related to academic. The result of the study showed the top five coping strategies used by the learners such as active coping, positive reinterpretation, religion, use of instrumental support and planning.

Carver and Scheier (2004) investigated university students, and the results showed that problem-focused coping, positive appraisals, and search for social support were commonly used by students in the stressful situation during an exam. The academic source of stress estimated as harmful and threatening.

Stress, Coping and Academic Performance

Christopher E. Ekpenyong, Nye but E Daniel and Ekpe O Aribo2 of Nigerian University, 2011, study the associations between academic stressors, reaction to stress, coping strategies and musculoskeletal disorders among college students. The outcome of the study illustrate the students stress level and associated musculoskeletal disorders were higher during examination period than the pre-examination periods. The findings proved that the greatest source of stress among students is stress.

SerapAkgun and Joseph Ciarrochi, 2010 on "Learned resourcefulness moderates the relationship between Academic Stress and Academic Performance". The result presented, that academic self-efficacy is a more constant predictor than stress of academic success. Individuals high in learned resourcefulness are supposed to be healthier or enhanced than others at regulating their undesirable feelings and handling demanding duties.

. Alvin Ongue Holoyohoy of Mindanao University of Science and Technology, (2015) conducted a thesis study on Stress and Coping Mechanism of the College Students as Predictors of Their Academic Achievement. The study focused on identifying the level of stress and the coping mechanisms that affect the academic achievement of the college students of Mindanao University of Science and Technology. The result of the study revealed that students live a stressful life due to academic demands.The findings of the study concluded that although students were stressed, they were able to withstand the difficulties and academic responsibilities because of the control and adaptation with a positive coping mechanism.

3 RESEARCH METHODOLOGY

3.1 Data Gathering Instrument

3.1.1 Validity and Reliability of Instruments

The tool for stressors is adapted from the study of: Assessing Stress among University Students by Dr. Ahmad. M. Thawabieh and Dr. Lama. M. Qaisy (2012). There were three main domains that assess the level of source of stress. Each domain reviewed by different experts in mental health, assessment, and psychology for its validity. The said questionnaires were pilot-tested twice to 84 (two different sections) trial-respondents for construct validity and reliability statistics. All the tools for 11-item Physical factors of stress, 9-item Social factors of stress, and the 15-item Academic factors of stress used 4-point Likert scale ranging from all the time (4points) to not at all (0point) .The instrument reliability was also checked by the researcher twice using internal consistency Cronbach (α) alpha. However, after the final testing to insure consistency, the reliability coefficient final testing for Physical factors of stress is .78, Social factors of stress is above .76 and Academic stress .78.

The tool for coping strategies is adapted from the study of: Stress Coping Style Inventory of students at Universities and Colleges of Technology by Ying Ming Lin & Farn Shing Chen (2010). Coping strategies are divided into Problem-Focused coping and Emotional- Focused Coping.

The Cronbach reliability test was carried out twice on the research. Subsequently, after some items were deleted, the value of the overall stress coping style inventory was 0.83. This showed that the reliability of the various factors of the stress coping style questionnaire achieved the levels required by the estimation standards. The 20-item Coping strategies on stress used 4-point Likert scale ranging from strongly agree (4 points) to strongly disagree (0 point).

The student's Average Grade in three (3) main subjects for the third quarter (the school year 2016-2017) was obtained from the master sheets of individual Advisers. The grades will serve as the indicator for the academic performance of the students.

3.1.2 Content and Face Validity

Substantial revisions were made to suit the instruments to local conditions such as the language and grammar. All questionnaires were then reviewed for content and face validity by an English communication arts specialist and a Professional Psychologist.

3.1.3 Data Gathering Procedure

Through a written request, the researcher asks permission from the Principal of Cagayan de Oro National High

School noted by the School Division Superintendent. After such approval had been granted, the researcher herself conducted the said validated survey.

The researcher administered the research instruments herself to Grade 9 students of Cagayan de Oro National High School (Nazareth, Cagayan de Oro City). These answered instruments, checked, tallied and tabulated.

The researcher considered the basic ethical guidelines in research. Research tools and other related documents were reviewed before it was used or administered for data collection. The researcher upholds the basic guidelines on confidentiality, privacy, and informed consent.

3.1.4 Focus Group Discussion

A focused group discussion was also conducted to triangulate the result of the survey. Informed consent was obtained by the interviewer before the conduct of the interview .

3.5 Statistical Data Analysis

To get the analysis and interpretation of the data, the following statistical measures was employed:
1. Simple Frequency Distribution and Percentage was used in profiling. 2. Simple linear regression for the measure of the effect was used in determining the significance of impact between variables. Reverse scoring was done for the following items (1, 3, and 5) under social stress. These positively stated items were reversely scored prior to data (SPSS) processing for uniformity of data treatment across all three major stress indicators (physical, social and academic).

4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

For the purpose of better presentation, analysis, and interpretation of the results, the research reinforced the findings with tables and figures, arranging them according to the stated research problems and hypotheses guiding this research.

Problem 1   What is the respondents' stress level when grouped according to: 1.1 Physical stress?

The outcome of stress on one's body is termed physical stress. Physical stress symptoms are change of appetite, tired body, and muscle pain, inability to concentrate and change sleep patterns. There were 11 indicators presented in **Table 1.1** below that uncovers **physical stress** of the learners. However, the table exhibited that there were 53% of the respondents experienced high to a very high levels of stress in terms of physical stress. Specifically, majority of the respondents revealed that they feel tired after school almost always. The result was also confirmed in the focus group discussion. During the interview most of the students said the fatigue that was felt after a long day in school, was because of so much work to do and they are not comfortable with their chair.   There are times that meals were missed due to academic requirements. With this situation, several students experienced perspiration in their hands and had lack of sleep. The result is analogous to the study of Diepenmaat, A.C.M. et, al. (2006), the students experienced neck pain, shoulder pain, back pain and other body pain. The study concluded that musculoskeletal pain is common among adolescents and is associated with depression and stress. Consequently, this has a negative implications to physical and mental health of the learners. The Table 1.1 be-

low showed that there were 53% of the respondents experienced high to a very high levels of stress in terms of physical stress. Specifically, majority of the respondents revealed that they feel tired after school almost always. The result was also confirmed in the focus group discussion. There are times that meals were missed due to academic requirements. With this situation, several students experienced perspiration in their hands and had lack of sleep.

Table 1 **Respondents' Stress Level in terms of Physical Stress (n=279)**

Qualitative Description	Range	Frequency	Percentage
Very High	**(3.20 – 4.00)**	**46**	**16.49**
High	**(2.40 – 3.19)**	**102**	**36.56**
Average	**(1.60 – 2.39)**	**102**	**36.56**
Low	**(0.80 – 1.59)**	**23**	**8.24**
Very Low	**(0.00 – 0.79)**	**6**	**2.15**

mean :	2.45	
sd :	0.71	
Qualitative Description :	**HIGH**	

Problem 2   What is the respondents' stress level when grouped according to: 1.2 Social stress?

There were 9-item social stress indicators made. Social stress refers to students associations with others and their social atmosphere. Certainly, it's the students' feelings of discomfort or apprehension that is experience in a social situations. In short, the learners have difficulty interacting, socializing and communicating with people around them. In particular, there were 42% who said they do not know how to express self to others all the time. The study is similar to the result of Shaikh, B. (2002) findings that the students were affected mentally because of social stress. Communication with other people was one of the factors resulting to low mood and inability to concentrate.

Table 2 Respondents' Stress Level in terms of Social Stress (n=279)

Qualitative Description	Range	Frequency	Percentage
Very High	**(3.20 – 4.00)**	**0**	**0.00**
High	**(2.40 – 3.19)**	**75**	**27.6**
Average	**(1.60 – 2.39)**	**123**	**44.1**
Low	**(0.80 – 1.59)**	**77**	**27.6**
Very Low	**(0.00 – 0.79)**	**4**	**1.4**

Mean :	1.97	
sd :	0.54	
Qualitative Description :	**Average**	

Problem 3 What is the respondents' stress level when grouped according to: 1.3 Academic stress?

Academic stress is mind related distress with respect to some awaited disturbance reatedith academic disappointment or even unawareness to the probability of such frustration.

The results found in the table 1.3 below revealed that 40%

of learners experienced high to a very high academic stress. Specifically, 60% of the respondents said they were worried about the status of their grades and its progress all the time. During the interview, students confirmed that they were worried about their academics and its status because parents expected good grades from them in all subjects. Furthermore, there were 51% of the respondents said they felt sad because of low quarter grades all the time. According to Ang & Huan 2006, students' poor academic functioning commonly produces poor academic performance. For this reason, this will lead to students fear or nervousness about what might happen or will create depression. In truth, students were sensitive to the comments from other important people in their lives other than like teachers and parents (Ang &Huan 2006). In addition to that, students own academic expectations and performance were found to be associated with higher levels of their academic expectations. Agreeing to the study of Abid, M.2006, Academic performance is mainly a function of learners' habits denoting to the students' method of study whether orderly, efficient or inefficient .The study habits that influence the academic performance of a student include: time management and setting academic targets.

Table 3   Respondents' Stress Level in terms of Academic Stress (n=279)

Qualitative Description	Range	Frequency	Percentage
Very High	(3.20 – 4.00)	56	20.07
High	(2.40 – 3.19)	58	20.79
Average	(1.60 – 2.39)	131	46.95
Low	(0.80 – 1.59)	31	11.11
Very Low	(0.00 – 0.79)	3	1.08

Mean	:	2.32
sd	:	0.75
Qualitative Description	:	Average

PROBLEM 4   WHAT COPING STRATEGIES DO THE RESPONDENTS EMPLOY?

 The coping strategies used by the learners were shown in Table 2.1 below. Coping strategies were grouped into problem- focused coping and emotion-focused coping. Certainly, as stated by Lazarus and Folkman (1991), if the problem can still be controlled by an individual they mostly take action in response with problem-focused strategies .On the other hand if an individual cannot control the problem, they mostly act in response with emotional-focused strategies.
In the same table, shows that majority of the learners were using emotion focused-coping to fight stress. On the contrary, learners do not desire to focus on the main point of the problem. They have not directly acted, simplified and planned independently the sources of their stressful situation. Above all, learners did not find comfortable with problem-focused coping strategy when facing stress. However, respondents also reasonably used the emotion- focused coping strategies .They were shifting the situation into emotions- positive thinking which lead them towards self-determination. There were 51% of the respondents said they considered problem as type of self-challenge. During the interview, students revealed that

there are no other person to help solve the problem except themselves, so they challenged themselves by believing that they can do it. They continue to do something even though it's difficult. While it may be true that they used the outburst of shifting their emotions into positive thinking, learners were also down casting their emotions like blaming god and self-accusations. Furthermore, coping strategy refers to how students act in response to the stressful condition which influence their stress experienced. In other words, students used variety of strategies varied to their personal strength and the various support of familiar people around them. Certainly, students' coping strategy is important because it will affect their mental health and psychology. It is significant to students' commitment on their academic related performance and may even lead to the attendance rate factor in the school.

Table 4 Coping Strategies the Respondents most employ

Indicators	All the time	Most of the time	Some times	Seldom	Not at all
Emotional Focused Coping					
1. thought of happy moments	56.9	31.6	8.9	2.6	.0
2.talked with friends	36.2	24.0	2.3	15.7	.7
3. calmed self-down	46.6	30.4	16.8	6.2	.0
4. watched TV or listened to music	46.2	21.5	20.4	9.7	2.2
5. ate and had fun to knock down stress.	50.9	22.2	19.4	5.0	2.5
6. considered problem as type of self-challenge	51.2	25.4	15.7	4.3	3.2
7. told self to continue doing something even though it is difficult	50.9	28.3	15.4	2.5	2.9
8. gave up and blame God	43.7	16.5	24.7	10.4	4.7
9. blamed self	3.2	2.5	1.8	31.5	61.0
10. felt that had bad luck	17.2	24.0	19.4	34.8	4.7
Problem Focused Coping					
11.searched for related data	14.7	9.3	31.9	21.1	22.9
12. discussed issues with teachers, family or friends	36.6	31.9	23.6	3.6	4.3
13. came up with strategies to make situation better	29.7	22.2	21.9	11.8	14.3
14. simplified the question and made it easy	44.0	23.6	17.2	2.1	12.9
15.stayed up finishing homework until midnight	42.3	47.3	31.5	7.6	2.1
16.used to ignore the problem	40.2	19.7	17.6	20.4	2.1
17. prayed and found comfort with God	64.1	20.4	13.7	2.1	0.0
18. found excuses to escape classes	3.9	5.7	11.1	16.1	63.0
19.wanted to escape the problem by drinking alcohol or use drugs.	1.8	5.7	3.6	20.0	68.8
20.studied the subjects like most even in a class that do not like	52.3	31.5	10,0	5.4	.71

PROBLEM 5 WHAT ISTHE EFFECT OF THE RESPONDENTS' STRESS LEVEL CONSIDERING THE DIFFERENT SOURCES OF STRESS TO THEIR ACADEMIC PERFORMANCE IN MATH SUBJECT?

Table 5 Regression Model Results: Outcome 1 – Mathematic Subject

Sources of Stress	B	SE	β	Regression p value	r	Correlation p value
Physical Stress	1.494	.435	.244	.001**	.467	.001*
SOCIAL Stress	.710	.458	.089	.122	.277	.001*
ACADEMIC Stress	1.683	.447	.289	.001**	.498	.001*

Sources of stress	B	SE	β	Regression p value	r	Correlation p value
Physical Stress	1.599	476	.248	.001*	.431	.001*
SOCIAL Stress	.236	.501	.028	.638	.202	.001*
ACADEMIC Stress	1.549	.488	.253	.002*	.438	.001*

*Sig < .05 R = .473 R^2 = .224

Table 5 above specifies the regression analysis result of the effect of the respondents' stress level considering sources of stress towards Mathematics subject. The result indicated that the three dimensions of stress are correlated to the academic performance of the respondents. It shows the effect of the respondents stress level to Mathematics subject.It shows that students' stress level has significant impact to Mathematics subject. Physical stress (p=.001) and academic stress (p=.001) significantly affect students learning in Mathematics subject. Moreover, all sources of stress are positively correlated (p=.001) with Mathematics subject. It has a moderate positive correlation. In the same way, the B (beta) values in the regression model analysis in this research implied that even though students were stressed, the mean outcome of stress level is high to very high. Therefore, the results showed that as the students stress level increases their academic performance also increased. Hence, students probably were able to motivate themselves by studying the Mathematics subject. It can be recalled from table 2.1 that there were 51% of the respondents' considered problem as type of self-challenge all the time. The used of this coping strategy in Mathematics is mainly challenging because it requires a level of accurate, vibrant thinking and problem-solving activities quite different than in other disciplines. Other factors which are not explored in the study such as genes and students I.Q may have further implications to student academic performance. The need of mental efforts and logical thinking is the very nature of Mathematics subject that makes it different to the other subject .Furthermore, with regards to regression p value (.122), the result indicated that social stress does not affect respondents' learning in Mathematics. Therefore, the students probably find it not useful for a moment.In addition, the result showed 27.5% of the variability of students' difficulty in Mathematics subject could be attributed to the three sources of stress.

PROBLEM 6 WHAT ISTHE EFFECT OF THE RESPONDENTS' STRESS LEVEL CONSIDERING THE DIFFERENT SOURCES OF STRESS TO THEIR ACADEMIC PERFORMANCE IN SCIENCE SUBJECT?

Table 6 above specifies the regression analysis result of respondents' stress level and its impact towards their academic performance under the **Science subject**. The result indicated that the two stress dimensions (physical and academic stress) are also correlated to the academic performance of the respondents. It shows that students' stress level has significant impact to Science subject. The effect of the respondents stress level to Science is low but highly significant (r=.474, p=.001) to physical stress and academic stress. The result showed 21.6% of the variability of students' difficulty in Science subject that could be attributed to the three sources of stress, namely physical Academic and Social.Moreover, Physical stress and Academic stress showed a moderate to strong positive correlation in the Science subject. This indicates that as the level of physical and academic stress felt by the student increases, the level of difficulty in the Science subject also increase. For this reason, the value B (beta) in the regression analysis in this study inferred that in spite of students physical and academic stress encountered, they were able to reach mean stress level of average to high. In conclusion, the results showed that as the students stress level increases their academic performance had also increased. In other words, students probably were able to cope with stress positively with optimism. As recollected from table 2.1, there were 51% of the respondents' told self to continue doing something even though it is difficult all the time. For this result, the Expectancy Theory of Motivation suggests that when students think about their future, they frame different probabilities about what they think will happen. Accordingly, when individual forecast that there will be, in all probability be a positive outcome,then one believe that they are able to make that possible future a reality.

PROBLEM 7 WHAT ISTHE EFFECT OF THE RESPONDENTS' STRESS LEVEL CONSIDERING THE DIFFERENT SOURCES OF STRESS TO THEIR ACADEMIC PERFORMANCE IN ENGLISH SUBJECT

ENGLISH SUBJECT?

SOCIAL Stress	.281	.505	.033	.579	.203	.001*
ACADEMIC Stress	1.468	.492	.238	.003*	.434	.001*

*Sig < .05 R = .473 R^2 = .224

Table 7 above specifies the regression analysis result of respondents' stress level and its effect towards their academic performance under the **English subject.** The result indicated that the two stress dimensions (physical and academic stress) are correlated to the academic performance of the respondents. The impact of the respondents stress level to English is low but highly significant (r=.474, p=.001) to physical stress and academic stress. The result showed 21.6% of the variability of students' difficulty in English subject could be attributed to stress. .Therefore, the null hypothesis that states there are no significant impact of the respondents stress level to their academic performance in English is rejected.

On the other hand, Social stress confined as not significant (p=.579) to the academic performance in English subject. Students may have not yet find social variables to affect them in learning English as of this stage. Instead, physical stress and academic stress were the barriers in achieving the expected students' academic performance. However, Physical stress and Academic stress also showed a moderate to strong positive correlation in the English subject. This indicates that as the level of physical and academic stress felt by the student increases, the level of difficulty in the English subject also increase. As a result, the value B (beta) in the regression analysis in this study concluded that notwithstanding, students' physical and academic stress experienced, they were able to extend beneficial academic performance. To put it briefly, the results showed that as the students stress level increases their academic performance had also increased. As shown in the previous result, there were 57% 0f the respondents thought of happy moments all the time. The shifting of emotion towards difficulty in learning English somehow help the individual cope up with stress.

5 SUMMARY

The purpose of the study was to assess sources of stress which are Physical Stress, Social stress and Academic stress, Coping Strategies and its effect to the Academic Performance of Grade 9 students in Cagayan de Oro National High School. This study was based on Lazarus and Folkman's conceptualization of stress, appraisal, and coping.

The Statistical Package for the Social Sciences (SPSS for Windows XP) was used to carry out exploratory factor analysis. It's a descriptive statistics used to summarize data, including frequencies, percentages, means, and standard deviations. Consequently, this was to answer the level of stress and coping mechanism respectively. Regressions was utilized to determine the significant difference or among the variables. Certainly, sample size were determined through Slovin's formula and stratified random sampling. There were 279 Grade 9 students of Cagayan de Oro National High School twenty five (25) of them from Science Class, 28 in STVEP and 226 belong to BEC curriculum. The tool for stressors were adopted from the study of: Assessing Stress among University Students by Dr. Ahmad. M. Thawabieh and Dr. Lama. M. Qaisy (2012). The tool for coping strategies were also adopted from the study of: Stress Coping Style Inventory of students at Universities and Colleges of Technology by Ying Ming Lin & Farn

Shing Chen (2010). The researcher administered the research instruments herself to Grade 9 students of Cagayan de Oro National High School (Nazareth, Cagayan de Oro City). The answered instruments, checked, tallied and tabulated. A focused group discussion was also conducted to triangulate the result of the survey.

6 FINDINGS

Based from the gathered and treated data, the major findings of this study are presented in the following:

1. The respondents stress level were high in terms of physical stress and certainly, majority of the learners felt tired after school almost always.

2. The learners' stress level in terms of social stress were average indeed, respondents does not know how to express self to others all the time.

3. Respondents stress level in terms of academic stress were average, accordingly they were worried about the status of their grades and its progress all the time.

4. The coping strategies the respondents' most employ were the emotion focused-coping. Specifically, they considered problems as type of self-challenge, they told themselves to continue doing something even though it is difficult and not to mention they thought of happy moments.

5. Physical stress and academic stress significantly affect the respondents stress level considering the different sources of stress to the Academic performance. It has a moderate positive correlation. Therefore, the results showed that as the students stress level increases, their academic performance also increased.

7 CONCLUSION

In the light of the findings of this study, the following conclusions were drawn:

Evaluating the reasons of students' pressure and their managing approaches towards its significance to school functioning of Grade 9 students of Cagayan de Oro National High School was an encounter.

While it may be true, that the students stress level in relation to Physical stress was average to high, the qualitative descriptive of stress level in positions of Social stress and Academic stress was unpredictably average. Accordingly, students did not find communicating with other people vastly stressful and the academic task was not this big deal although a little bit stressed.

Furthermore, students dealing approaches on stress were executed by the utmost engross on emotion- focused strategies. Therefore students points at embracing the boldness of emotional adjustment comprising: positive thinking emotions and self-encouragement notwithstanding, constraining emotions and self-accusation. According to the theory of Lazarus and Folkman when students appear to be in a stressful situation that can be measured or attainable, students mostly respond with problem-focused strategies. In contrast, when students appear to be in a stressful events that cannot be control, students mostly respond with emotional-focused strategies.

From this point of view, therefore students' find stress uncontrollable. They find the situation beyond their capacity to change. Students think that by shifting emotions would be beneficial to the situation.   Irregular stress is part of everyday academic life. It can even have a positive result which stimulate students to set different purposes. Students' emotion – focused coping strategy, motivated to assemble high confidence in students' capability to learn in school. This outcome gives an impression to education leaders and practitioners that the students are basically organized and set to educate themselves. Discovering the result of the students' apprehension level seeing the different bases of stress to their academic functioning in Math, Science and English were expressively revealing. Nevertheless, students' academic performance were somehow disturbed by the Physical stress and Academic stress sources, but the findings revealed that the more stress level the more is the increase of students' functioning. Therefore, while it may be true students were confronted and lived a stressful life, still they were able to embrace and succeeded stress with a positive coping device that allows them to endure the difficulties of academic duties and responsibilities.

"Stress is like spice - in the right proportion it enhances the flavor of a dish.

Too little produces a bland, dull meal; too much may choke one".

~Donald Tubesing

8 RECOMMENDATIONS

Stated on the aforementioned findings and conclusions, the following recommendations are hereby drawn:

1. For school administration, to uphold a positive and motivational learning environment as well as establishing a wellness clinic within campus might help reduce some types of stress and its consequences**.** It is important for an apprehensive student to be able to feel calm and sense comfortable with the school environment. Specifically, this is to oppose the response of individual stress. Moreover, for students to physically relax, will achieve emotional stability and be able to grasp stressors with a more level-headed attitude in the core of a stress response.

2. For school administration, to modify a class program for students' to have a "brain breaks" to process learning. It is in the findings of this study that students had a hard time feeling relaxed all the time and missed meals because of so much work to do all the time. Certainly, a modified class program that will encourage students to motivate, strengthen and stimulate their intelligence. The influence of students' brain breaks focused-attention and tries to positively control emotional condition and learning.

3. For school Guidance and Counselling services to have a depth programs to assess students stress. The program that is comprehensive in scope, proactive in scheme and progressive in nature will help the stress students find the better growth and development particularly in academic performance. Similarly, on the study of Davis M.Gatua (2012) on Impact of Guidance and Counselling Services on Students' Social and Emotional and Adjustment in Public Urban and Rural Secondary Schools revealed that guidance and counselling indicated a high level of impact on students' social and emotional adjustment. Some form of student support should be available in the form of mentoring and guidance to help in coping with stress and to educate the students about unhealthy consequences of stress.

4. For Teachers to incorporate stress management in the lesson plan can help reduce the risk of any stress unhealthy outcomes of the students. Modelling stress management skills in the classroom is an important driver of high academic performance of the students. Moreover students are to be guided on constructing an effective time management program for studying and pleasure activities during their study years, in addition to adopting a healthy life-style in the context of physical, psychological, and spiritual well-being. Teachers are the most direct person to help students cope stress that will empower an individual to take a more effective action in shedding stress that will result to a feeling of a more relaxed and a controlled one.

5. For Parents to build a good relationship with their children. A strong relationship in which students are not hesitant to enumerate what stress them out and why. During the focus group discussion, students openly share how bad they felt because of bad relationship with parents.

6. **For future research, researchers can explore on more related constructs that may mediate students' academic and physical stress that affect academic performance of an individual.** As Bandura (1997) postulated it, self-efficacy is not an isolated trait but a complex belief system. So there may be more variables that can help explain the variance of the constructs investigated by this researcher.

9 Acknowledgments

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