

# College Academic Stress: Getting by, Muddling Through

**DYANIKA P. NOLASCO**

ORCID NO. 0000-0001-9294-9181  
paray.dyanika@gmail.com

**JENALYN M. SARMIENTO**

ORCID NO. 0000-0003-3423-5636  
jenalynsarmiento@yahoo.com

**ELVIRA A. TAMANGAN**

ORCID NO. 0000-0001-9942-1275  
elviraapigotamangan@gmail.com

Quirino State University  
Diffun, Quirino, Philippines

## ABSTRACT

Academic stress challenges students' ability to cope up and strategize. In the University, manifestation of moderate stress along academic endeavors among future teachers should not be disregarded as when this becomes critical. It will burden their academic journey and personal lives. Using descriptive research design employing descriptive and inferential statistics, the study unveiled that students are severely stressed along financial-related matters, which calls for their capacity to budget allowance, deal with unexpected expenses and save money for requirements. Submitting requirements, dealing with strict teachers, bearing with noisy classrooms, transferring from one building to the other and worrying about future cause them severe stress but they are not stressed at attending classes. Coping styles are often used by students to manage stress. Thinking of the brighter side of life and trying to rediscover the most important things in life are indications of optimism among students. Year level, among other profile variables, significantly influences the students' academic stress levels. Sophomores were significantly more stressed than the seniors. Though relationship between academic stress and coping styles was not significantly established, it is quite essential that students are taught on coping mechanisms, so they have defense against stress.

**Keywords:** college academic stress, getting by/muddling through, coping styles/strategies, stress levels, future secondary school teachers

## INTRODUCTION

Stress, an emotional reaction that people have when burdened and grappling to cope with demands, influences people from all walks of life irrespective of background, beliefs, profession and status (Mazo, 2015) and has impacted one's physical and mental well-being (Aslam, 2013). Stress wanders anywhere and everywhere as this disturbs homes, friendship circles, offices, and even classrooms. It just roams around the corner and remains unavoidable and inescapable as this becomes part of being a flimsy human. Many individuals suffer from stress in their everyday living in varied forms and speckled circumstances. Stress excuses no one from its spleen; even the richly privileged or intelligently capacitated encounter it. At times, a person may experience frustrations, losses, changes, and conflicts (Mazo, 2015).

Schools are no exemption as it is a place where many individuals meet regularly, and stress troubles and distresses them. In a college or university, the low turn-out of enrolment or short-off budget may just be stressing the administration. The excessive subject preparations or approaching course accreditation may be pressuring the faculty. Various academic requirements or the series of mind-boggling examinations could be distressing the students.

Being in college is quite enjoying and fulfilling to many, but to some, tertiary education may seem chronically stressful and frustrating. The competition for grades, deadlines of academic requirements, the need to perform, relationships, career choice, and many other aspects of the college environment cause stress. Academic problems have been reported to be the most common source of stress for students.

College demands significantly more effort and determination from students than high school. Once a student enters college, he will possibly find out and realize that fellow students are more motivated since everyone wants a good profession unlike high schoolers who lack drive towards their studies and are still on their way of choosing a career. Instructors are more demanding as they want to bring out the best in each student unlike high school teachers who are easier to please. Work is tougher, and one is expected to be more independent. Because of these demands, students tend to recognize the need to develop new skills to balance academic demands but not setting aside the need for a healthy lifestyle.

In college, students battle a barrage of stressors, depressions, and anxieties. College students are very probable at experiencing some or many stressors which may test their ability to cope: adapting to a new environment balancing a heavy

workload, making new friends, becoming more independent and responsible and dealing with a myriad of issues (Sathya, Devi, & Mohan, 2015). These stresses necessitate a college student for an effective and repetitively changing coping strategy to thrive and succeed, overcome hardships, get rid of worries, evade problems and grab opportunities (Pariat et al., 2014).

Thus, college students should be assisted in dealing with stress and be helped to advance knowledge on coping strategies to face life stress.

### FRAMEWORK

In this study, the categories of college academic stress are related to enrolment and admission, subjects enrolled, teachers and classmates, schedule, classroom, financial matters, and expectations. The stress levels of students along these categories were assessed and described. Their coping styles were also determined. The association between their stress levels and coping styles were also studied.

It is hypothesized that an intelligent way of getting through academic stress is by employing varied coping styles and mechanisms; a height of coping styles is a lesser weight of academic stress.

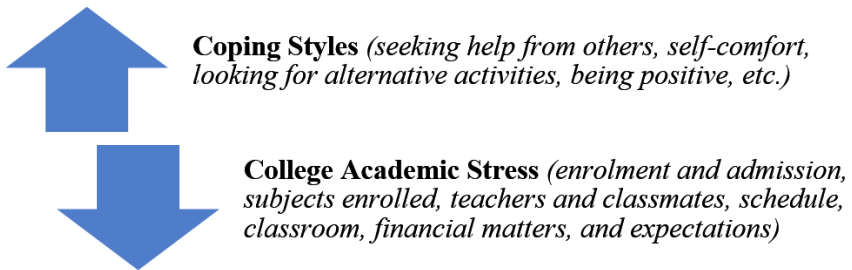


Figure 1. Conceptual framework showing the hypothesized result of the study

### OBJECTIVES OF THE STUDY

This study was primarily carried out to identify the college academic stress levels and coping styles of future high school teachers. It worked along the following objectives: (1) find out the stress levels of students along college – related matters; (2) determine significant differences on students’ academic stress levels and coping styles; and (3) find out the significant association between academic stress and coping styles.

## METHODS

This descriptive study employed descriptive and inferential statistics in analyzing the academic stress levels and coping styles of 103 randomly selected sophomore, junior and senior students of future high school teachers in a state university in Quirino, Philippines. Descriptive method is the most appropriate type of research that gives a clear picture of the academic stress and coping styles of students. An adopted questionnaire from GM Calaguas on his study “Survey of College Stressors: Development of a New Measure” and from Xiao, Juan on his research “Academic Stress, Test Anxiety and Performance in a Chinese High School Sample: The Moderating Effects of Coping Strategies and Perceived Social Support” were used to achieve the objectives of the study. Statistical tools utilized to treat data were frequency counts, percentages, t-test, ANOVA, Kendall tau, and LSD.

## RESULTS AND DISCUSSION

Enrolment-related stressors are believed to have brought the students to moderate stress, as indicated in the overall mean (Table 1).

Table 1

### *Enrolment and Admission-Related Stress of Respondents*

<b>Enrolment and Admission-Related</b>	<b>Mean</b>	<b>Description</b>
1. Getting of class cards	2.56	Moderately Stressed
2. Signing of clearances	2.98	Moderately Stressed
3. Settling of unpaid accounts	2.63	Moderately Stressed
4. Securing of examination permits	2.49	Mildly Stressed
5. Securing of class schedules	3.55	Severely Stressed
6. Following of enrolment procedures	3.64	Severely Stressed
7. Changing/adding of subjects	2.40	Mildly Stressed
8. Validating of subjects	2.25	Mildly Stressed
<b>Overall Mean</b>	<b>2.81</b>	<b>Moderately Stressed</b>

Students have severe stress on securing class schedules and following enrolment procedures. Before students enroll in the University, they secure clearance, and follow enrolment procedures. Clearances are signed, among others, by the program chairperson/dean, cashier, and librarian. Enrolment procedures, among other things, include the evaluation of grades by the batch adviser, securing library account, and updating personal medical record in the clinic.

The severe stress experienced by students in securing class schedules and following enrolment procedures is confirmed in some of the responses of students during the interview that “...some teachers change schedules which make things complicated...resulted to dropping subjects...”

On the other hand, securing of examination permits, changing/adding of subjects, and validating of subjects appear to cause mild stress to students.

Higher Educational Institutions, like that of the University, admits and readmits students who meet its admission requirements. The students’ admission binds them to its admission policies, requirements, and procedures.

Table 2

*Subject-Related Stress of Respondents*

<b>Subject-Related</b>	<b>Mean</b>	<b>Description</b>
Passing written examinations	2.18	Mildly Stressed
Passing oral examinations	2.37	Mildly Stressed
Participating in classroom discussions	1.80	Mildly Stressed
Completing seat works	2.03	Mildly Stressed
Searching for reference materials	2.48	Mildly Stressed
Completing assignments	2.16	Mildly Stressed
Submitting requirements	3.55	Severely Stressed
Beating requirements deadlines	2.88	Moderately Stressed
Completing requirements	2.62	Moderately Stressed
Passing unannounced examinations	2.83	Moderately Stressed
Dealing with unannounced graded recitations	2.69	Moderately Stressed
Understanding classroom discussions	2.08	Mildly Stressed
Preparing for an examination	2.57	Moderately Stressed
Passing a removal examination	2.36	Mildly Stressed
Passing practical examination	2.42	Mildly Stressed
Writing of assignments	2.11	Mildly Stressed
Conducting laboratory experiments	2.27	Mildly Stressed
Participating in extension activities	2.24	Mildly Stressed
<b>Overall Mean</b>	<b>2.42</b>	<b>Mildly Stressed</b>

Table 2 reveals that the students, based on the responses’ overall mean, are mildly stressed on subject-related encounters. However, they find submitting requirements as severely stressful. In schools, students are believed to experience stress caused by various elements, including subject requirements and projects (Garret, 2001; Aspiras & Aspiras, 2013). Some of the responses of students

highlight the stress they experience brought about by submitting and completing various projects, and requirements in coinciding deadlines. Irate feedback of instructors when they do not meet deadlines, and standards make their stress worse.

In the contrary, examinations, seat works, assignments, classroom discussions and classroom activities bring mild stress.

Thus, it is necessary for students to keep the first things first. As future teachers, looking into their goals and managing their resources to prevent stress and making sure that their time is well-spent is but important.

Table 3

*Teacher-Related and Classmate-Related Stress of Respondents*

Stressors	Mean	Description
<b>Teacher-Related</b>		
Dealing with strict teachers	3.40	Severely Stressed
Coping with teachers' teaching methodologies	2.62	Moderately Stressed
Adjusting with teachers' unfair treatment of students	2.93	Moderately Stressed
<b>Overall Mean</b>	<b>2.98</b>	<b>Moderately Stressed</b>
<b>Classmate-Related</b>		
Arguing with classmates	2.26	Less Stressed
Disliking classmates	2.11	Less Stressed
Competing with classmates	2.03	Less Stressed
Bullying by classmates	2.11	Less Stressed
Conducting activities with classmates	1.91	Less Stressed
<b>Overall Mean</b>	<b>2.08</b>	<b>Moderately Stressed</b>

Teacher-related factors cause moderate stress to student-respondents (Table 3). With this, the students experience moderate stress along coping with teaching methodologies of instructors and adjusting to unfair treatment of teachers to students. Along with the indicated data, students experience severe stress when dealing with strict teachers. Some students are stressed of the strict implementation of classroom rules of instructors as they are being practiced carrying out professionalism based on students' answers during the interview.

On the other hand, students go through mild stress along with classmate-related factors. Mild stress strike them when arguing with, disliking with, competing with, bullying by and conducting activities with classmates.

To an educational perspective, teachers' awareness in their capabilities and limitations, including their temperament is needed to maintain the smooth interpersonal relationship between them and their students.

One can infer that the students' ability to act in their interest through self-acceptance and confidence is achieved when they take into accounts the interest of others, thereby a better relationship is sustained.

Table 4

*Schedule-Related Stress of the Respondents*

<b>Schedule-Related</b>	<b>Mean</b>	<b>Description</b>
Attending classes	1.53	Not at all Stressed
Attending make-up classes	1.96	Mildly Stressed
Making sense of too many vacant periods	1.80	Mildly Stressed
Managing too little vacant periods	2.29	Mildly Stressed
Moving from one classroom to the other	2.56	Moderately Stressed
Moving from one building to the other	3.58	Severely Stressed
Commuting to and from the school	2.55	Moderately Stressed
Participating in extra-curricular activities	2.13	Mildly Stressed
Attending meetings of student organizations	2.27	Mildly Stressed
Attending school programs	2.17	Mildly Stressed
<b>Overall Mean</b>	<b>2.28</b>	<b>Mildly Stressed</b>

Table 4 shows that, generally, students are mildly stressed about schedule-related matters. They find attending classes as causing no stress while moving from one building to the other is prompting severe stress. BSED students enroll to subject-instructors who are not full-time faculty of the program; thus, students need to transfer from building to attend classes, and this seems so stressing for them. Transferring from one building to the other distresses students as pointed out by one of the respondents.

The respondents do not find attending classes as stressful. Attending class does not stress them at all. From an educational viewpoint, co-curricular activities and other school-related activities are integral parts of the educational program for they provide awareness for developing leadership skills, responsibility, unity, cooperation, and the like.

Table 5

*Classroom-Related Stress of the Respondents*

<b>Classroom-Related</b>	<b>Mean</b>	<b>Description</b>
Bearing with overcrowded classrooms	2.99	Moderately Stressed
Bearing with classrooms that have poor or no ventilation	3.16	Moderately Stressed
Bearing with classrooms that have poor or no lighting	3.17	Moderately Stressed
Bearing with dirty classrooms	3.24	Moderately Stressed
Bearing with noisy classrooms	3.37	Severely Stressed
Looking for available classrooms	2.65	Moderately Stressed
Bearing with fowl-smelling classrooms	3.22	Moderately Stressed
Waiting for classrooms to be vacated	2.87	Moderately Stressed
Bearing with classrooms with limited seats	2.97	Moderately Stressed
Bearing with distractions in or outside the classrooms	2.94	Moderately Stressed
<b>Overall Mean</b>	<b>3.06</b>	<b>Moderately Stressed</b>

In Table 5, it is shown that classroom-related factors cause students moderate stress. Moderate stress is brought about by overcrowded classrooms, poorly ventilated and lighted rooms, dirty and foul-smelling, fully occupied rooms, and internal and external classroom distractions. Conversely, bearing noisy classrooms bring them severe stress. Classrooms should be physically, and socially conducive for learning; thus, noisy classrooms seem distressing for students, especially when they need to concentrate and focus on the subjects.

A healthy and well-functioning classroom reflects the students' ability to think, perceive, perform, communicate, and behave in new and different ways.

Table 6

*Financial-Related Stress of Respondents*

<b>Financial-Related</b>	<b>Mean</b>	<b>Description</b>
Budgeting of allowance	3.60	Severely Stressed
Dealing with unexpected expenses	3.77	Severely Stressed
Saving money for projects	3.62	Severely Stressed
<b>Overall Mean</b>	<b>3.66</b>	Severely Stressed

Financial-related stressors, which seem quite alarming, severely distress students as shown in Table 6. Students experience severe stress as to budgeting of allowance, dealing with unexpected expenses, and saving money for projects. Some students revealed that they receive meager allowance from their parents, and this meagerness needs to be managed well, especially when projects and requirements are simultaneously demanded from them by their subject instructors. One student disclosed that "...very stressful...financial. Times when I am hungry, I need to spend my money wisely... my parents cannot give extra allowance since we are just poor..."

It is not a conducive experience when a student must handle the dual challenges of academics and financial constraints. Life becomes very challenging when a student is behind on bills payment and for when deadlines are not met (Essel & Owusu, 2017).

The result implies that awareness of parents' role as stakeholders in the implementation of the curriculum and students' skill in budgeting any financial-related activities is vital.



Table 7

*Expectation-Related Stress of the Respondents*

<b>Expectation-Related</b>	<b>Mean</b>	<b>Description</b>
Thinking about getting a job after college	2.75	Moderately Stressed
Handling expectations of parents	2.78	Moderately Stressed
Handling expectations of relatives	2.75	Moderately Stressed
Handling expectations of siblings	2.72	Moderately Stressed
Handling expectations of friends	2.41	Mildly Stressed
Worrying about the future	3.45	Severely Stressed
Handling expectations of teachers	2.83	Moderately Stressed
Handling expectations of benefactors	2.65	Moderately Stressed
Handling expectations of people in the community	2.55	Moderately Stressed
Handling self-expectations	2.73	Moderately Stressed
<b>Overall Mean</b>	<b>2.73</b>	<b>Moderately Stressed</b>

Table 7 shows that students generally experience moderate stress as to expectation-related matters. Further, thinking about getting a job after college moderately stress them. They also have moderate stress towards handling the expectations of parents, relatives, and siblings but handling friends’ expectations is distressing them to a mild extent. Also, expectations of teachers, benefactors, and people in the community, as well as self-expectations, are causing them moderate stress. However, worrying about their future severely stress them. They are severely worrying about what will happen in the time to come.

From an educational perspective, setting goals and planning are characteristics of successful people. Career planning help students towards maximizing their potential and satisfaction in their future work; trying to meet all expectations set forth for them.

Table 8

*Academic Stress Coping Strategies/Styles of Respondents*

<b>Coping Strategies/Styles</b>	<b>Mean</b>	<b>Description</b>
1. Get relieved by studying or substitute activities	2.80	Often
2. Talk with people, and share personal worry with people	2.81	Often
3. Try to look on the bright side of things	3.47	Always
4. Change mind, and rediscover what the important thing is in life	3.44	Always
5. Don't take the problem too seriously	2.88	Often
6. Stand on one's ground, and fight for what one wants to get	3.12	Often
7. Try to come up with a couple of different solutions to the problem	3.06	Often
8. Seek for suggestions from relatives, friends, or peers	2.95	Often
9. Change something about self to deal with the problem	2.86	Often
10. Use the experience of other people to deal with similar problems	2.80	Often
11. Seek for hobbies, and actively join in variety of recreational activities	2.94	Often
12. Try to control disappointment, regret, sorrow and anger	3.12	Often
13. Try to rest or take a leaving to temporally ignore the worry	2.86	Often
14. Get rid of worry eating	2.30	Occasionally
15. Believe that time will change current status, and waiting is the only thing one should do	2.66	Often

Table 8 continued

Coping Strategies/Styles	Mean	Description
16. Try to forget the whole thing	2.30	Occasionally
17. Depend on others to solve the problem	1.97	Occasionally
18. Reject the reality because there is no other way to solve the problem	2.44	Occasionally
19. Imagine that there is a miracle which can change current problem	2.59	Often
20. Self-comfort	3.09	Often
<b>Overall Mean</b>	<b>2.80</b>	<b>Often</b>

Table 8 shows that the students often use the indicated styles/strategies to muddle through stress in their academic endeavor. Stress is perceived optimistically by students since they always see the brighter side of things and change mind to be able to rediscover the most essential things in life that they need to attend to rather than exhausting time tangling with stress.

Often, students are relieved of stress by doing alternative activities (studying, recreational activities, and the like.) and coming up with a couple of varied solutions to problems. Also, talking to people and seeking suggestions from people often help them to get by academic stress. Using the experience of others in dealing with similar problems often aid them in muddling through academic stressors.

The result implies that when students learn to resolve their conflicts, the atmosphere at school is more pleasant for everyone. Teachers can spend more time teaching, and students can spend more time learning.

### Significant Differences between Academic Stress and Profile Variables

Table 9

#### *Significant Difference in Students' Academic Stress Levels when Grouped by Sex*

Variables		Mean	Description	computed t	p-value
Disliking classmates	Male	2.41	Mildly Stressed	2.340*	0.021
	Female	1.96	Mildly Stressed		
Bullying by classmates	Male	2.47	Mildly Stressed	2.347*	0.021
	Female	1.93	Mildly Stressed		
Making sense of too many vacant periods	Male	2.09	Mildly Stressed	2.567*	0.012
	Female	1.65	Not at all Stressed		
<b>Sex</b>	<b>Male</b>	<b>2.68</b>	<b>Moderately Stressed</b>	<b>0.553</b>	<b>0.591</b>
	<b>Female</b>	<b>2.63</b>	<b>Moderately Stressed</b>		

\* if p-value  $\leq 0.05$ , result is significant; reject  $H_0$

Table 9 shows that both sexes are moderately stressed of academic endeavors though there is a little discrepancy in the mean responses of females and their male counterparts. Statistically, the difference between the mean stress levels

of students on the statements “disliking classmates, bullying by classmates and making too many vacant periods” is significant which means that male students are significantly more stressed of these things as compared to female students. Managing too many vacant periods mildly stress male students, but females are not.

In general, sex does not influence the stress levels of students. Thus, students of any sex have the same academic stress levels.

This result confirms the findings of the study on academic stress among higher secondary students (Suresh Prabu, 2015) and university students (Khan et al., 2013) that male and female students do not differ significantly in their academic stress scores and that numerically, males are more stressed than females.

Table 10

*Significant Difference in Students’ Academic Stress Levels when Grouped by Civil Status*

Variables		Mean	Description	computed t	p-value
67. Handling self-expectations	Single	2.80	Moderately Stressed	3.206*	0.002
	Married	1.40	Not at all Stressed		
Civil Status	Single	<b>2.64</b>	<b>Moderately Stressed</b>	<b>-0.605</b>	<b>0.546</b>
	Married	<b>2.76</b>	<b>Moderately Stressed</b>		

In Table 10, unmarried students are shown to be moderately stressed about handling self-expectations while married ones are not stressed about this. This outcome leads to a significant result, which means that the students whose civil status is single are numerically and statistically more stressed about handling self-expectations than the married students.

Single and married students are generally moderately stressed on academic endeavors. However, the difference in their mean stress levels is not significant. This means that civil status does not statistically influence the stress levels of students. Further, both statuses have the same level of academic stress.

Table 11

*Significant Differences o=in Students' Academic Stress Levels when Grouped by Age*

Variables		Mean	Description	computed F	p-value
2. Signing of clearances	17	3.60 <sup>a</sup>	Severely Stressed	4.03*	0.005
	18	3.44 <sup>b</sup>	Severely Stressed		
	19	2.78	Moderately Stressed		
	20	2.67 <sup>a,b</sup>	Moderately Stressed		
	21 and above	2.93	Moderately Stressed		
Age	17	2.65	Moderately Stressed	1.018	0.402
	18	2.63	Moderately Stressed		
	19	2.54	Moderately Stressed		
	20	2.60	Moderately Stressed		
	21 and above	2.61	Moderately Stressed		

The result in Table 11 shows that age is a factor of variation on the academic stress levels of students as to the signing of clearances. As indicated, those whose age is 17 or 18 are severely stressed of this enrolment and admission-related activity while other age groups have moderate stress towards doing said activity.

On the other hand, generally, age does not significantly influence the academic stress levels of students. The result means that statistically speaking, students have more or less the same academic stress levels.

Table 12

*Significant Differences in Students' Academic Stress Levels when Grouped by Year Level*

Academic Stress	Year Level Mean			Computed F	p-value
	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>		
1. Getting class cards	3.09 <sup>a</sup>	2.76 <sup>b</sup>	2.17 <sup>a,b</sup>	7.645*	.001
2. Signing of clearances	3.4 <sup>a</sup>	3.26 <sup>b</sup>	2.57 <sup>a,b</sup>	11.832*	.000
3. Settling of unpaid accounts	2.77	2.94 <sup>a</sup>	2.34 <sup>a</sup>	4.350*	.015
4. Securing of examination permits	2.55	2.76 <sup>a</sup>	2.26 <sup>a</sup>	3.411*	.037
8. Validating of subjects	2.36	2.53 <sup>a</sup>	2.00 <sup>a</sup>	3.788*	.026
9. Passing written examinations	2.41 <sup>a</sup>	2.29	2.00 <sup>a</sup>	3.095*	.050
10. Passing oral examinations	2.73 <sup>a</sup>	2.41	2.17 <sup>a</sup>	3.635*	.030
27. Dealing with strict teachers	3.27	3.18 <sup>a</sup>	3.62 <sup>a</sup>	4.409*	.015
28. Coping with teachers' teaching methodologies	2.9 <sup>a</sup>	2.79 <sup>b</sup>	2.36 <sup>a,b</sup>	4.275*	.017
43. Attending meetings of student organizations	2.69 <sup>a</sup>	2.44 <sup>b</sup>	1.96 <sup>a,b</sup>	6.376*	.002
44. Attending school programs	2.45 <sup>a</sup>	2.35 <sup>b</sup>	1.91 <sup>a,b</sup>	3.886*	.024
46. Bearing with classrooms that have poor or no ventilation	3.50 <sup>a</sup>	3.35 <sup>b</sup>	2.85 <sup>a,b</sup>	5.234*	.007
47. Bearing with classrooms that have poor or no lighting	3.36 <sup>a</sup>	3.38 <sup>b</sup>	2.91 <sup>a,b</sup>	3.620*	.030

Table 12 continued

Academic Stress	Year Level Mean			Computed F	p-value
	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>		
48. Bearing with dirty classrooms	3.50 <sup>a</sup>	3.44 <sup>b</sup>	2.98 <sup>a,b</sup>	3.849*	.025
49. Bearing with noisy classrooms	3.55	3.56	3.15	3.387*	.038
51. Bearing with fowl-smelling classrooms	3.50	3.59 <sup>a</sup>	2.83 <sup>a</sup>	9.585*	.000
52. Waiting for classrooms to be vacated	3.18 <sup>a</sup>	3.00	2.64 <sup>a</sup>	3.532*	.033
55. Budgeting of allowance	3.55	3.35 <sup>a</sup>	3.81 <sup>a</sup>	4.143*	.019
57. Saving money for projects	3.41 <sup>a,b</sup>	3.88 <sup>a</sup>	3.53 <sup>a</sup>	3.643*	.030
59. Handling expectations of parents	3.05 <sup>a</sup>	3.00 <sup>b</sup>	2.49 <sup>a,b</sup>	4.039*	.021
63. Worrying about the future	3.82 <sup>a</sup>	3.59 <sup>a</sup>	3.17 <sup>a,b</sup>	6.510*	.002
<b>Year Level</b>	<b>2.82<sup>a</sup></b>	<b>2.76</b>	<b>2.47<sup>a</sup></b>	<b>8.973*</b>	<b>.000</b>

\* if p-value  $\leq 0.05$ , result is significant; reject  $H_0$ ; items with <sup>a,b</sup> are significantly different at 0.05 level

Table 12 reveals that year level influences the stress levels of students in enrolment and admission-related endeavors (getting class cards, signing of clearances, settling unpaid accounts, securing of examination permits, and validating of subjects). To note, those who are in the final year have a lesser mean response as compared to those second-year students which imply that those in the senior years have already get used to the enrolment and admission procedures as compared to the other group. This scenario is also true in the subject-related stress experienced by students, such as passing written and passing oral examinations. Year level also is a factor of variation as to dealing with strict teachers and coping with their methodologies. Also, there is a significant difference in the stress levels of students of different year levels to schedule-related activities such as attending meetings of student organizations and attending school programs.

Also, stress levels of students on some classroom-related matters such as budgeting allowance and saving money for projects are influenced by year level. Year level has a significant bearing on students' stress along handling expectations of parents and worrying about the future. Numerically, the senior students have lower stress level in handling the expectations of parents as compared to those who are second year students while this one holds in worrying about their future.

Based on the data, the year level is a significant factor of variation among the stress levels of students. This result means that year level significantly influences the academic stress levels of the sophomore, junior, and senior student-respondents. Further, the second-year students experienced significantly more stress than fourth-year students.

Table 13

*Students' Academic Stress Levels when Grouped by Major of Specialization*

Variables		Mean	Description	F	p-value
1. Getting of class cards	English	2.66 <sup>a</sup>	Moderately Stressed	3.001*	.022
	Filipino	3.22 <sup>b</sup>	Moderately Stressed		
	Math	2.50	Mildly Stressed		
	Bio.Sci.	2.93	Moderately Stressed		
	TLE	3.13 <sup>a,b</sup>	Mildly Stressed		
2. Signing of clearances	English	3.13 <sup>a</sup>	Moderately Stressed	3.166*	.017
	Filipino	2.67	Moderately Stressed		
	Math	3.06	Moderately Stressed		
	Bio.Sci.	3.47	Severely Stressed		
	TLE	2.65 <sup>a</sup>	Moderately Stressed		
43. Attending meetings of student organizations	English	2.16	Mildly Stressed	3.951*	.005
	Filipino	2.11 <sup>b</sup>	Mildly Stressed		
	Math	2.56	Moderately Stressed		
	Bio.Sci.	2.93 <sup>a,b</sup>	Moderately Stressed		
	TLE	1.97 <sup>a</sup>	Mildly Stressed		
44. Attending school programs	English	2.28 <sup>a</sup>	Mildly Stressed	3.559*	.009
	Filipino	1.78 <sup>b</sup>	Mildly Stressed		
	Math	2.19 <sup>c</sup>	Mildly Stressed		
	Bio.Sci.	2.80 <sup>a,b,d</sup>	Moderately Stressed		
	TLE	1.87 <sup>c,d</sup>	Mildly Stressed		
65. Handling expectations of benefactors	English	2.75 <sup>a</sup>	Moderately Stressed	2.999	.022
	Filipino	2.77	Moderately Stressed		
	Math	2.63	Moderately Stressed		
	Bio.Sci.	3.20 <sup>b</sup>	Moderately Stressed		
	TLE	2.29 <sup>a,b</sup>	Mildly Stressed		
	<b>English</b>	<b>2.71</b>	<b>Moderately Stressed</b>		
<b>Filipino</b>	<b>2.42</b>	<b>Mildly Stressed</b>			
<b>Major of Specialization</b>	<b>Math</b>	<b>2.55</b>	<b>Moderately Stressed</b>	<b>2.105</b>	<b>0.086</b>
	<b>Bio.Sci.</b>	<b>2.68</b>	<b>Moderately Stressed</b>		
	<b>TLE</b>	<b>2.41</b>	<b>Mildly Stressed</b>		

As indicated in Table 13, those who majored in Filipino have numerically higher stress levels, among others, on getting class cards but has the lowest numerical stress levels in attending to programs. Biological students have severe stress towards the signing of clearances. Students whose major is English, Math and Biological Science generally have moderate academic stress levels while students majoring in Filipino and TLE have milder state of stress level. Also, major of specialization is a factor of variation among students as to getting class cards, signing of clearances, attending meetings of student organizations, attending school programs, and handling expectations of benefactors. However, in general, the major of specialization is not significantly influencing the stress levels of students. This result means that whatever the specialization of a student is, she suffers the same stress levels as compared to other students.

Table 14

*Academic Stress Coping Styles and Profile Variables*

Profile Variable	Mean	Description	Computed t/F	p-value	
<b>Sex</b>	Male	2.78	Often	-0.804	0.414
	Female	2.84	Often		
	17	3.25	Often		
<b>Age</b>	18	3.16	Often	0.043	0.996
	19	3.12	Often		
	20	3.63	Always		
	21 and above	3.16	Often		
<b>Civil Status</b>	Single	2.83	Often	0.530	0.597
	Married	2.73	Often		
<b>Year Level</b>	2 <sup>nd</sup> Year	3.14	Often	1.413	0.248
	3 <sup>rd</sup> Year	3.11	Often		
	4 <sup>th</sup> Year	3.14	Often		
	English	3.22	Often		
<b>Major of Specialization</b>	Filipino	3.60	Always	2.411	0.054
	Math	3.09	Often		
	Bio.Sci.	3.29	Always		
	TLE	3.63	Always		

\* if p-value ≤ 0.05, result is significant; reject Ho

The results in Table 14 reveal that profile variables included in the study (sex, age, civil status, year level and major of specialization) do not significantly influence the coping styles/strategies used by students to get by academic stresses. This outcome means that males and females, students of ages 17 and above, single and married ones, second to fourth-year students and students enrolled in various specializations (English, Filipino, Mathematics, Biological Science, and Technology and Livelihood Education) have statistically similar styles/strategies to muddle through academic stress. Further, these profile variables are not a factor of variations among students as to the strategies they used to battle stress.

Table 15

*Association between Academic Coping Styles and Profile Variables*

Variables	Kendall's tau	p-value
Academic Stress	0.113	0.098
Coping Styles		

\* if p-value ≤ 0.05, result is significant; reject Ho

As shown in Table 15, the association that exists between the academic stress levels of students and their coping styles/strategies is not statistically significant. This result implies that academic stress and coping styles are not significantly associated.

## CONCLUSIONS

Academic stress moderately influenced students while financial-related matters that demand their ability to budget allowance, deal with unexpected expenses, and save money for requirements severely stressed them. Sophomores are significantly more stressed than seniors. Despite these stresses, students have the optimism to manage academic stress by looking into the brighter side of life and putting attention to the essential things in life. College academic stress still challenges every student's ability to cope and strategize to get by and muddle through this. Students may not set aside the moderate stress they experience, and they may be assisted in dealing with academic stress.

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