School-related Stressors Affecting the Academic Performance of Third Year CTE Students

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Abstract

This paper examines the effect of school-related stressors on the academic performance of CTE students. The main purposes of the study were to identify the socio-demographic profile of PSU Bayambang CTE students, the extent of manifestation of school-related stressors to CTE students, and their coping mechanisms. The study employed quantitative method in gathering and analyzing data. Questionnaires were distributed to 72 samples, comprising of both Bachelor of Elementary and Secondary Education. The findings showed the different factors that cause stress among CTE students, grouped into three namely, Academic Factors, Environmental Factors and Peer Factors. Based on the results, analysis, and findings of the study, environmental factors was found out to be the top cause of stress among the third year CTE students. Moreover, the data reveal that the higher the economic status of the students, the higher stress the students are accumulating under academic factor; and the higher the GPA of the students, the higher the stress these students are experiencing under peer factor. Meanwhile, prayer, music, and hobbies are revealed to be the top three coping mechanisms of the respondents. Thus, based on the findings of this study, the researchers desire to purposely recommend the following: The students should utilize the aforementioned coping mechanisms to minimize the stress they are feeling and experiencing; extensive studies should be done to discover the extent at which the said coping mechanisms help reduce stress; and finally, similar studies should be conducted to discover the effects of other factors to the academic performance of the students.

Introduction

More often than not, college students rush to read all the assigned books and chapters, meet paper deadlines, study for five midterm examinations to be held on the very same day, and participate in extracurricular activities, which imbue feelings that there is not enough time to complete all works adequately. These occurrences are just mere additions to day-to-day burdens experienced by college students like running from one end of the campus to the other just to make it on the next class on time,[1] and enduring hunger just to do assignments due an hour or two even if the students did not already, or have much, sleep the previous night. It is worth noting that all these struggles and more are inevitable parts of student-life, for it is presumed that schooling collocates with stress; as it takes a levy on most students' physical health, emotional well-being, and academic performance.

Researchers (Vermunt & Steensman, 2005) have defined stress as the insight of incongruity between environmental burden (stressors) and person's ability to fulfill these demands.[2] Stress is usually referred to as the undesirable response people have to extreme strain or other sort of burden placed on them. Stress occurs when a person deals with a situation that they recognize as irresistible and cannot manage.[1]

Stress is considered to be a part of students' life and can impact the students coping strategies in accordance with the demands of academic life. This is because academic/schoolwork is always accomplished

with stressful activities (Agolla & Ongori, 2009).[3] Students reported their experience of high academic stress at predictable times in each semester which results from preparing and taking exams, class ranking competition, and mastering huge amount of syllabus in a comparatively very small amount of time (Rawson, Bloomer, & Kendall, 1999).[4]

Richlin-Klonsky and Hoe (2003) added that if stress is harsh and extended, it can lessen academic performance.[5] Similarly, a publication on stress by the University of New York (retrieved February 24, 2018) strengthens the idea that excessive levels of stress can hinder studies effectiveness and lead to poor academic performance and attrition.[6]

Certainly, stress has become one reported impediment to academic performance, as students, particularly Filipinos, are reported being stressed out than ever. A student from the University of the Philippines (UP) named Tristan Yuvienco, won a best thesis award for a comprehensive paper he wrote on mental depression amongst college students in Metro Manila. Yuvienco conducted a survey comprising a sample size of 135 students, ages 16 to 24. The study found out that 96 percent of the participants reported having experienced an episode of moderately intense to very intense depression during their stay in school. Academic work is the biggest factor that gave them "depressed feelings," followed by family issues and relationship problems.[7]

Poor time management behaviors, such as not allocating time properly or last-minute cramming for exams, have been frequently discussed as a source of stress and poor academic performance (Gall, 1988; Longman & Atkinson, 1988; Walter & Siebert, 1981).[8,9,10]

However, the researchers believe that as reasonable as these expectations are, there is a lot more to know about stress causes and effects on the students' academic performance especially that of school-related stressors. The results of this study will be beneficial and will serve as a baseline data of the campus, and the university in terms of students' struggles and means of coping with these matters.

Methodology

In this part, the researchers present the mechanics used to answer the research problems. This includes the research design, research procedure, subjects of the study, research instruments, and the statistical treatment of data.

Research Design

The descriptive-correlational method of research was used in this study. According to Sevilla (2007), the descriptive method of research uses hypothesis to answer questions concerning current status of the subjects of the study. Also, it is correlational because it determines the relationship between two or more variables.

Subjects of the Study

The subjects of the study were seventy-two (72) third year College of Teacher Education (CTE) students who are enrolled at Pangasinan State University – Bayambang Campus (PSU-BC) in the academic year 2018-2019. The breakdown of the number of respondents by socio-demographic profile is as follows:

Profile Variables	Category	Frequency	Total
Age	Below 18	2	72
	18 and above	70	
Sex	Female	39	72
	Male	33	
Course	BSE	36	72
	BEE	36	
Specialization	Language	6	72
	Math	6	
	MAPEH	6	
	Science	6	
	Social Science	6	
	TLE	6	
	GENED	24	
	PRED	12	
Economic status	Below 10, 000	44	72
	10,000-30,000	21	
	Above 30, 000	7	
Educational support	With scholarship	31	72
	Without scholarship	41	
GPA	Excellent	0	72
	Very good	22	
	Good	48	
	Fair	2	
	Passed	0	

Procedure

Research Instrument

The instrument used in this study is a questionnaire for third year CTE students. The first part pertains to the students' socio-demographic profile such as sex, age, course, specialization, economic status, educational support and grade point average (GPA). While the second part is a survey on school-related stressors which are classified into three factors: academic factors, environmental factors, and peer factors with a scaling of 1-5.

The researcher personally administered the questionnaire to ensure 100% retrieval of the instruments.

Data Analysis

Statistical Treatment of Data

The data gathered were collated and tabulated based on the format prescribed for each specific problem in the study. For the data analysis and interpretation, the following statistical tools were employed in the study.

For Problem No. 1:

On students' socio-demographic profile, a frequency distribution table was used to compare the number of respondents from each category under each variable; age, sex, course, specialization, economic status, educational support, and GPA.

For Problem No. 2:

The weighted mean was used in computing and analyzing the data.

For Problem No. 3:

The Statistical Procedures for Social Sciences (SPSS) program was used in processing the data and in computing the desired statistical measure of correlation coefficient.

For Problem No. 4:

The Statistical Procedures for Social Sciences (SPSS) program was used in processing the data and in computing the desired statistical measure of one-way ANOVA.

For Problem No. 5:

The frequency distribution table was used in tallying and in analyzing the data.

Results And Discussion

In this section, the researcher presents the analysis and interpretation of the data gathered from the investigation performed. It comprises all the substantial information needed to identify the effects of school-related stressors to the academic performance of third year CTE students.

The data presented in tables were carefully analyzed and interpreted relatively to the following questions:

1. What is the socio-demographic profile of the third year CTE students of PSU Bayambang Campus, in terms of:
    a. Age
    b. Sex
    c. Specialization
    d. Socio-economic Status
    e. Educational Support
    f. GPA
2. What is the extent of manifestation of school-related stressors of students of PSU Bayambang Campus along:
    a. Environmental Factors
    b. Academic Factors
    c. Peer Factors
3. Is there a significant relationship between the socio-demographic profile of students and the extent of manifestation of school-related stressor?
4. Is there a significant difference between the extent of manifestation of school-related stressor and the socio-demographic profile of third year CTE students?
5. What are some coping mechanisms of students along their school-related stressors?

Profile of the Third Year CTE Students

Tables one to five (1-5) presents the profile of the third year CTE students in terms of their age, sex, course and specialization, economic status and educational support, and GPA in the last semester, respectively.

Table 1		
Profile of the Respondents according to Age and Sex		
Age	*F*	*%*
Below 18	2	2.8
18 and above	70	97.2
Total	**72**	**100.0**
Sex		
Female	39	54.2
Male	33	45.8
Total	**72**	**100.0**

Table 1 shows that out of 72 respondents, about three (3%) percent of the respondents are below 18 years of age while the remaining 97 percent are of ages 18 and above. The table also indicates that 54.2 percent of them are females and that the remaining 45.8 are males. This shows that there are more female

respondents than males among third year CTE students of PSU-BC in the academic year 2018-2019.

Table 2
Profile of the Respondents according to Course and Specialization

Course	F	%
BSE	36	50.0
BEE	36	50.0
Total	**72**	**100.0**
Specialization		
BSE		
Language	6	8.33
Mathematics	6	8.33
MAPEH	6	8.33
Science	6	8.33
Social Science	6	8.33
TLE	6	8.33
BEE		
General Education	24	33.33
Preparatory Education	12	16.67
Total	**72**	**100.0**

Table 2 shows that among the 72 respondents, 50 percent were Bachelor of Secondary Education (BSE) students and the other 50 percent were Bachelor of Elementary Education (BEE) students.

The table further displays that half of the respondents came from six different specializations under the BSE program, which further indicates that from the following specializations, 8.3 percent of students was taken into account. On the other hand, the other 50 percent of the respondents are BEE students in which 33.33 percent of them are specializing in General Education (Gen.Ed) while the remaining 16.67 percent are Preparatory Education (PrEd) majors.

Table 3
Profile of the Respondents according to Economic status and Educational support

Economic status	F	%
Below 10, 000	44	61.1
10,000 – 30, 000	21	29.2
Above 30, 000	7	9.7
Total	**72**	**100.0**
Educational support		
With scholarship	31	43.1
Without scholarship	41	56.9
Total	**72**	**100.0**

Table 3 shows that out of 72 respondents, 61.11 percent belong to a family whose monthly income ranges below 10 000, 29.2 percent belong to a family whose monthly income is ranging from 10 000 to 30 000 and the remaining 9.7 percent belong to a family whose income is above 30 000.

The table also shows that among these 72 respondents, 43.06 percent have scholarship and that the remaining 56.94 percent do not.

Table 4		
Profile of the Respondents according to GPA		
GPA	*F*	*%*
Excellent (1.00)	0	0.0
Very good (1.25-1.50)	22	30.5
Good (1.75-2.25)	48	66.7
Fair (2.5-2.75)	2	2.8
Passed (3.00)	0	0
Total	**72**	**100.0**

Table 4 indicates that out of 72 respondents, 30.5 percent got a GPA ranging from 1.25 to 1.50, 66.7 percent of them got a GPA ranging from 1.75 to 2.25 and the remaining 2.8 percent of the respondents got a GPA ranging from 2.5 to 2.75.

Table 5	
Extent of manifestation of school-related stressors along: Academic Factors, Environmental Factors, and Peer Factors.	

Academic Factors	**Mean**
Teacher Factor	3.3
Projects, group works	3.11
Workloads, schedules	3.04
Time Management	3.21
Lack of interest, Confidence in the subject, student-student relations	2.69
	3.07

Environmental Factors	**Mean**
Classroom conditions	3.54
New environment, living conditions	2.96
Relations with school personnel	3.26
Availability of technological tools and resources	3.06
	3.205

Peer Factors	**Mean**
Peer Influence	2.88
Bullying	2.97
Peer Pressure	2.78
Peer relations	2.96
	2.8975

Table 5 shows that the mean of the extent of manifestation of school-related stressor along academic factors is 3.07 which mean that students are sometimes stressed because of this factor. Moreover, the table shows that along this factor, the students are mostly stressed because of their inability to manage their time properly which displays a mean of 3.21 which furthermore indicates that underneath this category, students are sometimes stressed. This is again due to several reasons such as numerous amount of work to be accomplished over a short period of time and the overlapping schedules of classes and different school activities.

Along the environmental factors, the table displays a mean of 3.205 which implies that students are sometimes stressed on this factor. The table further shows that classroom conditions are the highest source of stress under this factor which has a mean of 3.54 additionally indicating that under this category, students are often stressed.

Moreover, the table shows a mean of 2.8975 under the peer factors denoting that along such factor, students are sometimes stressed. Furthermore, the table indicates that bullying is the highest source of stress along this factor with a mean of 2.97.

Generally, the table shows that among the three school-related stressors, environmental factor is the greatest source of stress of the students.

Table 6
Relationship of school-related stressors to the socio-demographic profile of CTE students.

Profile Variables	Statistical Test	Academic Factor	Environmental Factor	Peer Factor	Total
Age	Spearman rho	-.155	-.167	-.214	-.203
	p-value	.195	.161	.072	.087
Sex	Chi-square	.181	.268	.197	.252
	p-value	.671	.159	.593	.206
Course	Chi-square	.346	.215	.220	.190
	p-value	.072	.342	.478	.457
Specialization	Chi-square	.618	.594	.696	.455
	p-value	.489	.229	.172	.827
Economic status	Spearman rho	**.287***	.187	-.092	.146
	p-value	**.015**	.118	.444	.224
Educational support	Chi-square	.206	.171	.183	.161
	p-value	.549	.553	.659	.600
GPA	Spearman rho	-.030	-.038	**.293***	.102
	p-value	.803	.753	**.012**	.394

Displayed on Table 6 are the statistical measures obtained after data were processed through the SPSS program. The spearman rho indicates a significant relationship between the economic status of third year CTE students and the school-related stressors in terms of academic factor. Moreover, there is a positive relationship as indicated by the coefficient 0.287 with p-value of 0.015 at 0.05 level of significance. It indicates that the relationship is not negligible and that the higher the economic status of third year CTE students, the higher the stress they are accumulating under academic factor of school-related stressors.

This finding is in congruence to the research conducted by Dr. Suniya S. Luthar in 2013. Luthar found out, in a surprising switch, young people from affluent families today are more distressed than other youth. Wealthy youth show disturbingly high rates of eating disorders, depression, and anxiety – which give a whole new meaning to having it all.

In addition, through a survey, Luthar discovered that young adults are stressed out about the cost of financing a degree, even if they're relatively well off.

As shown in the table, the spearman rho also indicates a significant relationship between the GPA of third year CTE students and the school-related stressors in terms of peer factor. Furthermore, it shows a positive relationship as displayed by the coefficient 0.293 with p-value of 0.012 at 0.05 level of significance. It means that we cannot neglect their relationship and that the higher the GPA of third year CTE students the higher the stress they are experiencing under peer factor. Similarly, Astin (2014) found out that peer pressure can affect any aspect of someone's life, including their education.

People may be directly teased for being smart or earning good grades, leading to less effort or pride in their schoolwork; peer pressure in other areas may also spill over and influence educational performance.

But overall, it shows that school-related stressors do not affect the academic performance of third year CTE students.

These findings are in contrast to studies reported by Wright (1967). Wherein, the findings of the research showed that the main sources of stress or stressor identified among students, which affects their academic performance, were school-related stress.

Table 7
Difference of school-related stressors to the socio-demographic profile of CTE students.

Profile Variables	Category	Frequency	Mean	Standard Deviation
Age	Below 18	2		
	18 and above	70		
Sex	Female	39	3.1705	.43220
	Male	33	3.0321	.62798
Course	BSE	36	3.1931	.53746
	BEE	36	3.0211	.51873
Specialization	Language	6	3.1067	.43436
	Math	6	3.0617	.48035
	MAPEH	6	3.2467	.52127
	Science	6	3.1400	.65985
	Social Science	6	2.9917	.75218
	TLE	6	3.6117	.18487
	Gen.Ed.	24	3.0229	.49548
	PRED	12	3.0175	.58551
Economic status	Below 10, 000	44		
	10,000-30,000	21		
	Above 30, 000	7		
Educational support	With scholarship	31	3.1758	.55728
	Without scholarship	41	3.0551	.51201
GPA	Excellent	0		
	Very good	22		
	Good	48		
	Fair	2		
	Passed	0		

The table shows that there is no significant difference between the extent of manifestation of school-related stressors and the socio-demographic profile of CTE students as being supported by the means which indicate a small difference that can be considered negligible. This means that the extent of manifestation of school-related stressors is the same among all the students regardless their socio-demographic profile.

The results of the study conducted by the researchers differ from that of the studies conducted by other researchers which have noted and that there

are differences in the types, sources and levels of stress depending on sexes. (Sulaiman, Hassan, Sapian, & Abdullah, 2009; Thawabieh & Qaisy, 2012)

Table 8
Frequency distribution table of the coping mechanism of CTE students.

COPING MECHANISM	FREQUENCY	PERCENTAGE
Prayer	53	**17.8**
Music	56	**15.6**
Hobbies	64	**14.7**

The table shows the top three coping mechanisms used by the third year CTE students. Among the 72 respondents, 17.8 percent answered prayer, 15.6 percent answered music and 14.7 percent answered hobbies. This means that most of the students are coping with stress by praying and seeking for the guidance of the Almighty Father, listening to music, and enjoying their leisure time through their hobbies.

Correspondingly, Qidwai, Tabassum, Hanif, and Khan (2009) noted that prayer is a common strategy that people use to cope with stress and maintain good holistic health. In is also worth noting that prayer can also help to enhance psychological well-being. Furthermore, the aforesaid researchers found nontrivial and generally salutary effects of religious involvement, especially the frequency of attendance at religious services, on both distress and well-being.

Conclusions

Based on the findings, the following conclusions were drawn:

1. Majority of the respondents are females and are of ages 18 and above. There were an equal number of BSE and BEE students with representatives from each specialization. Most of them have a monthly income of below 10,000 and do not have a scholarship. Majority of them have a good grade.
2. The third year CTE students are mostly stressed on environmental factor among the three factors of school-related stressors.
3. The higher the economic status of CTE students, the higher the stress they are experiencing under academic factor. The higher the GPA of third year CTE students, the higher the stress they are experiencing under peer factor. Over all, we can say that there is no significant relationship between the socio-demographic profiles of CTE students to the extent of manifestation of school-related stressors. This means that school-related stressors do not negatively affect the academic performance of third year CTE students.
4. The amount of stress that the third year CTE students experienced were the same or equal regardless of their socio-demographic profile.
5. Majority of the third year CTE students cope with school-related stressors by praying, listening to music, or doing hobbies.

Recommendations

Based on the findings of the researchers, there are three coping mechanisms which are most frequently used by the students and these are prayer, music and hobbies. Thus, it is recommended that students should use these coping mechanisms in order to minimize the stress they are accumulating.

Extensive studies should be done to further discover the extent at which the said coping mechanisms help reduce stress. Similar studies should also be conducted to discover other coping mechanisms which could be more effective than what has been mentioned above.

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