

Students' Level of Stress in Relation to the Academic Performance of Tagbilaran City College

JEANYFER E. CARCASONA

jeanyfercarcasona7@gmail.com

<https://orcid.org/0009-0003-0425-709X>

ABSTRACT

The main thrust of this study was to determine the level of stress in relation to the academic performance of Tagbilaran City College. The study utilized quantitative research. The level of stress of the respondents was determined using a modified standardized questionnaire adopted from Cohen & Mermeistein (1983). Percentages, Weighted Mean, Kruskal-Wallis Test, Chi-Square Test, ANOVA, Spearman Rank Correlation, and Pearson Product-Moment Correlation Coefficient were used to analyze the data collected. Results showed that the majority of the students were in the age range 20 – 24 and female. Most of them took the BS Office Administration program, were full-time students and the majority of the respondents were second-year-level. It was revealed that students' academic performance was interpreted as Very Good in terms of General Education and major subjects. There was an insignificant relationship between Age, Sex, and Course to Level of Stress, but year level was significant to the level of stress. Also, there was an insignificant relationship between Age, Sex, and year level to their Academic Performance, but the course was significant to academic performance. There was no significant relationship between the Level of Stress and academic performance and the study found a significant relationship between the ratings of the General Education subjects and major subjects. Thus, the ratings of the General Education



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/).

subject can be associated with the major subjects. There is no significant variance between the Level of Stress and the course taken by the students. In addition, there was no significant correlation between the level of stress and sex, which means male and female students have the same level of stress. Moreover, a significant difference between the level of stress and the year level of the students. Second-year students overpowered the First-year students in relation to their level of stress.

Keywords: Level of Stress, Academic Performance, Correlational Quantitative Research, Areas, General Education, Major Subjects

INTRODUCTION

Arnett (2010) mentioned that the difficulties faced by college students may turn into stress. Stress refers to a state of exhaustion that makes the individual feel entirely bored and uneasy due to a problematic situation and can also give rise to positive or negative feelings. Moreover, students have many obstacles to overcome to achieve optimal academic performance. They are faced with much stress that may pose some difficulties in their academic performance. On the other hand, academic performance is the knowledge gained that is assessed by a teacher through marks or educational goals set by students and teachers to be achieved over a specific time period. It was entirely measured with grades and GPA. In addition, education was a vital part of life to prepare for the future, and expects students to struggle with stress as they enter school.

Furthermore, the spread of coronavirus was a challenge for everyone. The COVID-19 Pandemic brought about an unprecedented global crisis and many unforeseen challenges for students. The Tagbilaran City College students underwent numerous educational, social, environmental, and psychosocial adjustment difficulties in the new campus atmosphere and the new learning modalities due to the covid-19 which may stress them and affect their learning outcome. Stressors in this study were the challenges college students face who are perceived to cause stress. Moreover, the Stress level was defined as how students experience tensions, fears, pressures, and anxieties in pursuing their college academic activities.

With the statements mentioned above, this research study exerted an effort to investigate if a student's stress level has something to do with academic performance. The study's findings would become the basis for

any intervention programs that would benefit the students, teachers, and the community.

Robert Yerkes and John Dillingham Dodson first put forth the concept of Yerkes-Dodson theory in 1908. The central idea of Yerkes-Dodson's theory is that it is a model of the relationship between stress and task performance. This theory implies that there is a connection between arousal and output. At a point when the arousal becomes excessive, the performance decreases.

According to "The Yerkes-Dodson" performance rises with physiological or mental arousal (stress), but only to a degree. This theory implies that when stress levels get too high, output suffers. For example, lack of work is associated with financial problems.

The term "arousal" is used to refer to stress when addressing the Yerkes-Dodson theory. The theory notes that there is an optimal degree of arousal for optimal results

General Adaptation Syndrome. This response pattern is also known as the Response Model or the Response Theory of Stress (Krohne, 2002). General Adaptation Syndrome involves a process that may take place in the following stages:

(i) The Resistance Stage

Selye (1976) argued that if external stressors persist, a person may enter the resistance stage. The continued presence of stressors may slowly exhaust the individuals' biological adaptation to the stressors. If the stressors persist, the student may find the effect of stress beginning to show.

(ii) The Exhaustion Stage

If the stressors experience in the resistance stage, resistance will give way to the stage of exhaustion. The ability of the organism to suit the stressors is exhausted, and resistance is no longer possible. Selye (1976) also says that an individual's cognitive functions such as attention, memory, perception, thinking, and reasoning may be irreversibly impaired. Therefore, the stage where the individual may experience severe physical, emotional, social, and cognitive difficulties may undermine their ability to function well.

This study is anchored on **United Nations Sustainable Development Goal (UNSDG) # 4**, It aimed to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.”

UNSDG #3. Reduce inequality within and among countries. The said goal has targets that categorically relate to the aims of this study. Ensuring healthy lifestyles and promoting well-being at all ages is critical to long-term development.

The 1987 Philippines Constitution. It intends to protect every Filipino citizen’s rights. Article XIV, Section 1 states that “protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all.”

Republic act. No 11036 Section 34. Duties and Responsibilities of the Department of Education (DepED), Commission on Higher Education (CHED), and the Technical Education and Skills Development Authority (TESDA) - The DepED, CHED and TESDA shall:

(a) Integrate age-appropriate content pertaining to mental health into curriculum at all educational levels both in public and private institutions.

(b) Develop guidelines and standards on age-appropriate and evidence-based mental health programs both in public and private institutions.

(c) Pursue strategies that promote the realization of mental health and well-being in educational institutions; and

(d) Ensure that mental health promotions in public and private educational institutions shall be adequately complemented with qualified mental health professionals.

CHED Advisory No. 7. (iv) Adoption of a flexible learning strategy or mode (1) Facility Delivery System (2) Faculty Complement, and (3) Student Support. In order to continue providing instruction amidst the pandemic, university and college administrators, in collaboration with instructors, devised a variety of alternative job arrangements. State colleges and universities follow the Civil Service Commission’s Interim Guidelines for Alternative Work Arrangements during the State of Public Health Emergency Due to the COVID-19 Pandemic. Under the said memorandum,

CHED Memorandum Order No.21 Series of 2000. In article 1, Section 2. The CHED is mandated to promote quality education and take appropriate steps to ensure and protect academic freedom for the continuing intellectual growth. By understanding how stress affects

learning, teachers can help build their student's emotional resilience and activate their highest levels of cognition that can promote quality education for the students.

Student Handbook, Tagbilaran City College. In Chapter 2, Article 8. The grades of students were computed in accordance with the prescribed standards established by the College and in accordance with the regulations set by the CHED. In consonance with the provisions of the Manual of Regulations for Private Higher Education of 2008, Article XXII, Section 109.

Stress affects almost every segment of life. It can be seen as a significant contributor to illness. It is harmful to both mental and physical health and can result in a total breakdown of the individual's system where the current situation of the Covid-19 had aggravated the daily hazard experienced by students of the Tagbilaran City College.

Moreover, according to Lazarus & Folkman (1984), Stress is defined as a person's physical and psychological reaction to an event or object perceived as a threat. Also, Melgosa (2004) defined Stress as physiological and psychosocial responses by individuals to stressors that tax their ability to cope. On the other hand, Vermut & Steensman (2005), defined stress as discrepancy between environmental requirements (stressors) and individual capacity to meet the requirements. Campbell (2006) also described Stress as an adverse reaction that people exert excessive pressure or other types of pressure.

In addition, Bernstein et al. (2008) defined stress sources as any circumstance or event that threatens to disrupt people's daily functioning and force them to make changes. Similarly, Phinney and Haas (2003), identified sources of Stress as a distinct set of stressful encounters among students, such as heavy academic workload and responsibilities associated with working while in school. According to Chew-Graham et. al., (2003), Students also faced social, emotional, physical, and family issues. Where it impacts their learning ability and academic performance, too much stress can harm students' academic performance and physical and mental health. Also, Baldwin, Wilkinson, and Bradley (2009) also pointed out that the student-workers experienced more Stress during the final examination periods of the academic year. This experienced arises from the absenteeism of the class due to the need to be at work. In addition, Ongori and Agolla (2008) identified stress symptoms as lack of energy, taking over-the-counter medication, tensions, and anxieties,

among others. They discovered that the significant causes of stress among students are academic workload, inadequate resources, low motivation, and poor academic performance in academic work. On the other hand, negative stressors were bad things or events that cause individuals to be stressed, and these types of stressors were easily noticed. The death of a loved one was an example of a negative stressor. Unemployment and illness were two examples of many. These negative stressors can reduce productivity and increased anxiety. Some students also report that the prospect of having to sit for examinations was stressful due to the pressure to revise all learned material within a given period (Mani, 2010). Furthermore, according to the Yerkes-Dodson Law (1908) individuals under low and high stress learn the least, while those under moderate stress learn the most. A field of study and a laboratory test back up the idea that excessive Stress was detrimental to student performance.

Other causes of Stress include the fear of academic failure, having too many assignments, and competing with other students (Fairbrother & Warn 2003). Also, Bennett (2003) reports similar findings in his study, stating that Stress is significantly associated with poor academic performance.

According to Pfeiffer (2001), numerous studies have found a strong relationship between stress and college students. Besides, it had been argued that stressful conditions in the university are likely to lead to deterioration in academic performance due to low grades and inability to complete class assignments (Turner et al. 2015).

On the other hand, Stress can be a healthy and adaptive response to a threat by mobilizing people's energy toward the stressors (Khan et. al., 2015). Also, some studies have not confirmed the negative relationship between stress and academic performance (Jacob & Einstein, 2016). Thus, it is essential to note that a certain level of Stress was necessary for students to actively inspire students to progress in their academic journey.

Several studies suggest that the course type may cause Stress that students are taking due to the course's demands (Fairbrother & Warn, 2003. According to Limo et al. (2008), stress levels may vary depending on the student's level of education. As a result, Stress and academic performance have a moderate but significant relationship in the first and fourth years of study. This is most likely because students may face several challenges associated with adjusting to a new social and academic environment during the first year of study. Stress continued to acquire increasing attention from various fields such as counseling, psychologist,

and educational managers.

In Agolla & Ongori (2009) study, they found that most higher learning institutions were experiencing stress in their daily academic activities. Also, Nakalema & Ssenyonga (2013) observed that university life was a significant transition for many students because they are free to decide what to do without their family's undue influence. They must struggle to meet their parents' expectations, including their academic performance expectations. The study (Oduwaiye et al., 2017) showed a significant relationship between university students' stress levels and academic performance in Kwara State. Of the 300 respondents, 284 (94.7%) experienced high-stress levels, while 16 (5.3%) experienced low levels of stress. A high level of stress may hinder a person's effort to reach or achieve his goal.

Oketch-Oboth et. al., (2018) also had similar findings on the relationship between stress levels and academic performance among university students; it was found that stress was related to academic performance. The results showed that 208(35.6%) students had low-stress levels, 160(27.6%) students had moderate stress levels, and 216(37.0%) students had high-stress levels. Among male students, 100(31.3%) students had low-stress levels, 95(29.8%) students had moderate stress levels. In comparison, 124(38.9%) students reported high-stress levels. Among female students, 108(40.8%) experienced low-stress levels. The relationship between stress and academic performance had been confused by gender. The study had shown that stress had a moderate but significant association with academic performance. A higher level of stress has resulted in poor academic performance. This finding was consistent with similar findings in other studies (Raffidah et. al 2009). However, not in others that had not confirmed this relationship (Womble, 2003; Awofodu & Emi, 2011). Several studies have ascertained an inverse relationship between students' level of stress and their academic performance. Assuming that a higher level of stress hampers students' effective functioning in the fields of learning (Elias et al. 2011).

In a study of 656 undergraduate students in India, it was discovered that low performing and high performing students had significantly different scores on various sources of stress (Veena & Shastri, 2016). Similarly, Taylor and Owusu- Banahene (2010) concluded that stress has a crippling effect on students' academic performance. Another study took the hour of sleep correlation with students' academic performance to another level.

Taking factors into account like the amount of sleep a student gets on the weekends during the week. The average time gets up in the morning during the week and waking time on the weekends. According to, Trokel et. al., (2000), they found out that variables such as later weekday wake-up and later weekend wake-up times were associated with lower performance. A student may find himself or herself taking care of household chores and coping with daily activities. These factors could affect students' grades, which could ultimately affect the rest of their lives.

According to Rafidah et. al (2009) stress had a negative impact on academic performance. A higher level of stress caused poor academic performance. In contrary, other studies have found that stress level does not affect academic performance (Awofodu & Emi, 2011).

This finding supports Selye's hypothesis that long-term stress could impair an individual's physical and cognitive abilities. Students exposed to stressors may develop intrinsic experiences such as adverse physical and mental health outcomes, which may interfere with their academic performance. Some studies, however, challenge the inverse relationship between stress and academic performance and advocate for stress's positive contribution to students' learning outcomes. For example, Siraj et al., (2014) investigated the relationship between stress levels and academic performance. They discovered that respondents with a high and severe stress level had a higher cumulative grade point average. The students were discovered to be highly capable of managing their stress and denying the negative impact of stress concerning their academic performance. In contrast, other studies found no statistically significant link between stress and academic performance (Azila- Gbetteor et al., 2015).

Sohail (2013) found a negative relationship between stress and academic performance in a study of 120 students from Allama Iqbal Medical College. A self-report stress questionnaire was used as the study's instrument. The sample was drawn using a non-probability purposive sampling method and was limited to first-year students.

Klomegan (2007) conducted another study that found a negative relationship between stress and academic performance. As a result of the study's findings, the negative relationship between stress and academic performance cannot be easily attributed to stress. Although students may report feeling stressed, it is not always true that it has a negative impact on their academic performance. In an observational study of 456 German under-graduates' medical students, higher levels of perceived stress have

been found to project poor academic performance (Kotter et.al, 2017). In contrary, Studies have failed to confirm the negative relationship between stress and academic performance in this context (Deana, 2013). This was illustrated in a study by (Rahim et. al, 2016). According to Azila- Gbettorr et al., (2015), the influence of gender on stress was contradictory and mixed up. For instance, Sulaiman et. al, (2009) found that female students have experienced a higher stress level than male students because they tend to be extra emotional and sensitive toward what was happening in their surroundings. Also, Jogaratnam and Buchanan (2004) found that female students reported a higher stress level than their male counterparts on the time pressure dimension of stress. In another study, the relationship between gender and stress has shown that females found themselves more stressed than males (Matud, 2004). One of the factors in women feeling more stressed is how they perceive life events and the responsibilities of taking on social roles. In addition, women have a higher stress level in that they tend to cope more emotionally than men. In contrast, men deal with stress on a rational, non-emotional level. Unlike these findings, Khan et al., (2015) discovered that male was more stressed than female where parents have higher expectations and responsibilities for boys. Also, the goals of the high standards that boys want to attain in their plans. Moreover, in a study conducted in Ghana, male students experienced a higher level of stress than female students (Azila- Gbettorr et al., 2015). While other studies reported no significant difference between males and females on academic stress (Omoniyi & Ogunsanmi, 2012).

Yikealo D. Tareke W. Karvinen I. (2018) discovered no statistically significant difference between stress levels and gender. Both male and female participants were found to be under moderate stress. Similarly, the study finds no statistically significant relationship between stress levels and academic performance.

Ongori (2007), identified the following as stressors, namely, too much homework, competition with other students, academic failures, lack of pocket money, poor relationship with other students or lecturers, family or home problems, housing and overcrowded classrooms. They find it extremely difficult to cope when students were faced with these stressors. According to Talib & Zai-ur-Rehman (2012), most students claimed that course load was the primary source of stress, affecting their grade point average. Researchers interested in stress experience among university students have paid little attention to the impact of age on stress

experience. This was most likely because university students have a more homogeneous age range. However, research into the relationship between age and stress had yielded inaccurate results.

According to some studies, perceived stress decreases with age (Hamarat et. al, 2001). Some studies have only used one academic level (Sohail, 2013). Friedlander, Shupak, and Cribbie (2007), for example, investigated the relationship between stress and academic performance in 115 undergraduate students chosen at random from the first year of their academic program. A self-report questionnaire and an academic program were used as research tools. It shows that academic performance improved with reduced levels of stress.

A study by Monteiro, Balogun & Oratile (2014) found that the stress decreased with age and was related to the students coping abilities. It involved 18 and 19 years from the University of Botswana. Moreover, the older students reported that they experienced less stress than their younger colleagues.

Abdulghani, Alkanhai, Mahmoud et. al (2011) investigated, using a cross-sectional design. Stress levels were higher among female students (75.7%) than among their male counterparts (57%). The magnitude of stress decreased with increasing levels of study. First-year students had the highest stress level (78.7%), followed by the second year (70.8%), third year (68%), and fourth-year (48.3%). The levels of the study appear to interact with other factors to influence the student's stress experience. This was revealed in a study by Kai- Wen (2011), which used a sample of 82 male and 119 female students selected from universities in Taiwan. The results showed that third-year students reported more stress in physical and mental factors than their first and second-year colleagues.

Another study suggests that other factors could mediate the link between stress and academic performance by Talib & Zia-ur-Rehman (2012). They studied the relationship between stress and academic performance using 123 male and 74 female students from the universities of Rawalpindi and Islamabad in Pakistan. There was a negative relationship between perceived stress and academic performance, implying that the academic performance tended to lower with increased stress. There was no difference in stress between male and female students concerning their academic performance. This finding showed that stress might not be the only operating factor to affect both male and female students' academic performance. Several studies have investigated the relationship between

the level of study and stress among university students to the level of study. The studies have, however, not been consistent in the sampling of levels of study.

In a study of 264 medical students by Shaikh, Kahloon, Kazmi, Khalid, Nawaz, Khan, and Khan (2004), fourth and fifth-year students reported higher stress levels than students from other levels of study. Another study was conducted by Alzahem et al., (2013). The researchers investigated the effect of the year of study on stress in 214 male students from King Saud University in Riyadh City. The study revealed that third-year students had the highest stress level of all five levels of study. In contrast, the first-year students reported the lowest stress level. The study suggests that stress levels increased as the students progressed from year one, probably because of an increased and more complex workload.

It was found in a study by Nakalema & Senyonga (2013) that the course influenced the relationship between stress and academic performance that the students are registered in. The sample in the study consisted of 113 male and 83 female students from the faculties of Science and Development Studies, the Institute of Computer Science, and the Schools of Medicine and Education at Mbarara University, Uganda. The results revealed that students from Development studies had less academic stress and better academic performance than students from other academic programs.

This study's primary purpose was to determine the level of Stress and the academic performance of Tagbilaran City College students during the school year 2020-2021.

Specifically, it sought to answer the following questions in particular: What is the profile of the College Students in terms of age, sex, course, and year level? What is the level of stress among Tagbilaran City College students? What is the level of academic performance of Tagbilaran City College students of the following general education and major subjects? 5. Is there a significant degree of correlation between the level of stress and the academic performance among the respondents? Is there a significant correlation between the ratings of the general education subjects and major subjects? Is there a significant variance on the level of stress when students are grouped according to course taken? Is there a significant difference on the level of stress when students are grouped according to sex and year level? Based on the findings, what intervention plan can be proposed?

RESEARCH METHODOLOGY

Design. The study is quantitative research. Therefore, data was collected using the descriptive quantitative survey approach through a standardized questionnaire to determine the level of stress of the respondents and through data mining in getting the academic performance of the students from the registrar's office.

Respondents. In order to come up with authentic data, this study gathered the needed information from the respondents who were the Tagbilaran City College students. The inclusion criteria were those First year and Second Year College Students who were taking up the Office Administration, Tourism Management, and Entrepreneurship courses in the Academic Year 2020-2021. Included in this research were the full-time students. The exclusion criteria in this study were the students taking below 18 units.

Environment. The locale of this study is in the Tagbilaran City College. This institution is located Satellite Road, Dampas District, Tagbilaran City, Bohol. In August 2019 was the first opening of classes and offered three courses namely: Office Administration, Tourism Management, and Entrepreneurship.

Instrument. To facilitate data gathering, this study used a modified standardized questionnaire (in getting the level of stress of the respondents) and the GWA of the students. Pilot testing for the modified questionnaire for the level of stress was conducted to ensure the validity of the questionnaire with 30 respondents having a similar profile of the actual respondents, and it was subjected to Cronbach's Alpha. The pilot testing revealed that the modified standardized questionnaire is valid and reliable questionnaire. A standardized tool that was used is the Level of Stress Questionnaire developed by Cohen and Mermeistein (1983).

Description	Scaling	Interpretation (Level of Stress)
Very Often	3.25-4.00	Very High Stress (VH)
Fairly Often	2.50-3.24	High Stress (H)
Sometimes	1.75-2.49	Low Stress (L)
Never	1.00-1.74	Very Low Stress (VL)

Academic performance was one of the variables in the study. It was assessed using the GWA of the previous semester. A need to conduct

a documentary analysis of the academic performance of the students pertaining to the general education subjects' ratings and the major subjects' ratings. The performance levels were graded as follows:

Scale	Grade Description
1.00-1.24	Excellent
1.25-1.74	Very Good
1.75- 2.24	Good
2.25-2.74	Satisfactory
2.75- 3.00	Pass
3.01-5.00	Conditional

Source: Student Handbook, Tagbilaran City College

Ethical Considerations of Research. The research protocol underwent review by the UB Research Ethics Committee before distributing the questionnaires. Ethical considerations were followed in this study. The protocol before the conduct of the research study was observed correctly. The researcher ensured that the respondents' rights are protected, and they can stop responding at any time if they believe their rights have been violated. To ensure that the "do-no-harm" principle is followed in the study, the researcher wrote a letter of consent to the participants explaining the plan to conduct the study and asking for their time to respond freely to the questions. The researcher ensured that the interests of the respondents were maintained. The respondents affixed their signatures on the consent form and gladly and openly chose to participate in the study.

RESULTS AND DISCUSSION

Level of stress among Tagbilaran City College students. This includes the level of stress of the students. The gathered data were examined using weighted mean, composite mean, and ranking. Results showed the item contents of "In the last semester, how often have you felt nervous and stressed" being the first rank item. It has a weighted mean of 2.78, followed by the item content in the "last semester, how often have you felt difficulties were piling up so high that you could not overcome them"? being the second rank item with the weighted mean of 2.55 and last in the rank is the item content "In the last semester, how often have

you felt that you were on top of things”? With the weighted mean of 2.35.

Level of Academic Performance. This includes the level of academic performance of the students in Major and minor General Education subjects. The gathered data were examined using Simple Percentage. Findings revealed that students from the college with grade points between 1.25-1.74 can be said to have attained a “Very Good” academic level of performance and this is 56.5% of the respondents. It is followed by the academic level of performance “Good” and this is (37.5%) of the respondents with 101 frequency lastly, the academic level of performance “Conditional” with a grade point scale between 3.01- 4.99 and this is .7% of the respondents.

The result further showed that students from the college with grade points between 1.25-1.74 can be attained a “Very Good” academic level of performance and this was 72.9% of the respondents. It was followed by the academic level of performance “Good” and this was 20.1% of the respondents and lastly, the academic level of performance “Conditional” with grade point scale between 3.01- 4.99 and this was .7% of the respondents. It shows that majority of the students of Tagbilaran City College has “Very Good” academic performance with 72.9% and only .4% of the students belong to the level of conditional in terms of General Education subjects.

The data revealed that students from the college with grade points between 1.25-1.74 attained a “Very Good” academic level of performance and this was 45.7% of the respondents. It was followed by the academic level of performance “Good” and this was 45.0% of the respondents and lastly, the academic level of performance “Excellent” with grade point scale between 1.00- 1.24 and this was .4% of the respondents. It shows that majority of the students of Tagbilaran City College had “Very Good” academic performance with 45.7% and only .4% of the students belonged to the level of excellent I in terms of Major subjects.

Level of Stress and Academic Performance. It provided the results on the relationship between the level of stress and academic performance. The statistical treatment used Spearman rank correlation. It displays the computed value at -0.37 and a P-value of .551. The decision was the failure to reject the null hypothesis. There is an insignificant result of relationship between the level of stress and academic performance. It supports in the study of Awofodu & Emi (2011), that stress level does not affect academic performance. Other studies have found stress level is

significantly associated with academic performance (Bennett, 2003).

Table 1. Stress Level and Academic Performance

Statistical Test	Variables	Computed Value	P-Value	Decision (H_0)	Result
Spearman Rank Correlation	Level of Stress				
	Academic Performance Overall	-.037	.551	Failed to reject null hypothesis	Insignificant

General Education subjects and Major subjects. The statistical treatment used Spearman rank correlation. It displays the computed value at .701 and P-value of .000. The decision was to reject the null hypothesis. The overall result revealed that GWA major was correlated to GWA general education.

Table 2. Correlation between General Education and Major Subjects

Statistical Test	Variables	Computed Value	P-Value	Decision (H_0)	Result
Spearman Rank Correlation Test Value	GWA MAJOR	.701**	.000	Reject null hypothesis	Significant
	GWA GENED				

Variance on the Level of Stress and course taken. In table 19, results disclosed that the obtained P-values on the Level of Stress and course is .359. This value is greater than 0.05 level of significance. Both imply that the null hypothesis cannot be rejected and that there is an insignificant variance in the level of stress between courses. Kruskal-Wallis Test was used to assess the variance between students' level of stress and the course taken.

Table 3. Variance on the Level of Stress and course taken. (N= 269)

	Course	N	Mean Rank
Level of Stress	TN	67	146.72
	ENTREP	72	130.43
	OAD	130	131.49
	Total	269	

P- value= .359
Result: Insignificant
Ho: Failed to Reject

CONCLUSIONS

Based on the findings of the study, the researchers arrived at the following conclusions.

The overall result of the relationship between the level of stress and academic performance is insignificant. It supports in the study of Awofodu & Emi (2011), that stress level does not affect academic performance. So, with another study that found no statistically significant link between stress and academic performance (Azila-Gbettor et al., 2015).

Furthermore, results showed significant differences in the Level of Stress between year levels. This implies that level of stress between First-year and Second- year are different. It supports in a study of 264 medical students by Shaikh et al., (2004), fourth and fifth- year students reported higher stress levels than students from other levels of study. Also, a significant relationship exists between the ratings of the General Education subjects and major subjects. The ratings of the General Education subject can be associated with the major subjects.

RECOMMENDATIONS

1. The researchers recommend to the institution to execute the intervention plan activities focusing on the students' level of stress in relation to their academic performance especially the major subjects.
2. The institutions' guidance center is encouraged to continue counseling activities that develop students' stability in all courses

- with the approval of the Program Heads in the corresponding programs.
3. Regular feedbacking and consultation between the subject-teacher and students should be intensified to improve collaboration regarding academic Performance.
 4. The Tagbilaran City College may continue to develop programs and activities addressing the need of the students to lessen and overcome their stress.
 5. There is also a need to intensify the conduct of seminars and conferences about stress management and individual wellness to promote physical and emotional health.
 6. There is a need to establish strong counseling programs to help students who struggle with stress in order to make them feel welcomed, relax and be heard.
 7. Future researchers may conduct parallel studies to enhance and widen the findings of the study.

REFERENCES CITED

- Abdulghani, H. M., AlKanhil, A. A., Mahmoud, E. S., Ponnampereuma, G. G., & Alfaris, E. A. (2011). Stress and its effects on medical students: a cross-sectional study at a college of medicine in Saudi Arabia. *Journal of health, population, and nutrition*, 29(5), 516. <https://bit.ly/2ZMVesY>
- Alzahem, A. M., Van der Molen, H. T., & De Boer, B. J. (2013). Effect of year of study on stress levels in male undergraduate dental students. *Advances in medical education and practice*, 217-222. <https://bit.ly/3IWIX20>
- Awofodu, A. D., & Emi, I. J. (2011). An Investigation into the Relationship between Stress and the Academic Achievement of Biology Students in Nigeria Universities (A Case Study of Tai Solarin Univerty of Education, Jagun, Ijebu-Ode, Ogun State.). *Science Journal of Psychology*, 2012. <https://bit.ly/3IMUIJ4>
- Agolla, J.E. & Ongori, H. (2009). An assessment of academic stress among undergraduate students. The case of University of Botswana, Gaborone. *Educational Research Review*, 4 (2). <https://bit.ly/3Jieb0p>

- Arnett, J. J. (2010). Oh, grow up! Generational grumbling and the new life stage of emerging adulthood--Commentary on Trzesniewski & Donnellan. *Perspectives on Psychological Science*, 5(1), 89-92. <https://bit.ly/41OaYwD>
- Azila- Gbettor, E. M., Atatsi, E. A., Danku, L. S., & Sogbo, N.Y. (2015). Stress and Academic Achievement: Empirical Evidence of Business Students in a Ghanaian Polytechnic. *International Journal of Research in Business Studies and Management*, 2(4), 78-98. <https://bit.ly/3ISjmCP>
- Baldwin, D. A.; Wilkinson, F.C. & Barkley, D.C. (2009). Effective management of student employment: organizing for standard deployment in academic libraries. Englewood: Libraries unlimited, Inc. <https://bit.ly/3kPe4zO>
- Bennett, R. (2003). Determinants of Undergraduate Student Drop Out Rates in a University Business Studies Department. *Journal of Further and Higher Education*, 27 (2), 123-141. <https://bit.ly/3dkokcL>
- Cohen, S. (1983). Perceived Stress Scale questionnaire. <https://bit.ly/3edtEzb>
- Mani, V. (2010). Students' perception of the impact of course work on exam stress. *International Journal of Arts and Sciences*, 3(17), 104-110. <https://bit.ly/3EY8TEA>
- Matud, M. P. (2004). Gender differences in stress and coping styles. *Personality and Individual Differences*, 37 (7), 1401-1415. <https://bit.ly/3uLM7bs>
- Melgosa, J. (2004). Less Stress. Madrid: Editorial Safelix, S.L.*
- Monteiro, N. M., Balogun, S. K., & Oratile, K. N. (2014). Managing Stress: The Influence of Gender, Age and Emotion Regulation on Coping among University Students in Botswana. *International Journal of Adolescence and Youth*, 19(2), 153-173. <https://bit.ly/336oYVz>
- Nakalema, G. & Ssenyonga, J. (2013). Academic stress: Its causes and results at a Ugandan University, Uganda. *African Journal of Teacher Education*. <https://bit.ly/3SO3Ex2>

- Oduwaiye, Rhoda Olape, Yahaya Lasiele A., Amadi Esther Chiaka, Tiamiyu Kamoru Abidoye (2017). Stress Level and Academic Performance of University. <https://bit.ly/2ZM9XGL>
- Omoniyi, M.B.I., & Ogunsanmi, J.O. (2012). Stress among Academic Staff in south-west Nigeria. *The African Symposium*, 12(1), 126-132. <https://bit.ly/3b0f0cq>
- Ongori, H. (2007). *A review of literature on employee turnovers. Gaborone. African Journal of Business Management (1) 3:49-54* <https://bit.ly/3ZNfoBZ>
- Ongori, H., & Agolla, J. E. (2008). Occupational stress in organizations and its effects on organizational performance. *Journal of management research*, 8(3), 123-135. <https://bit.ly/3IU5GHb>
- Oketch-Oboth, Josiah & Odiemo, Luke. (2018). The Relationship Between Levels of Stress and Academic Performance Among University of Nairobi Students. *International Journal of Learning and Development*. <https://bit.ly/3c5DoJF>
- Pascoe, M. C., Hetrick, S. E., & Parker, A. G. (2020). The impact of stress on students in secondary school and higher education. *International Journal of Adolescence and Youth*, 25(1), 104-112. <https://bit.ly/2Vdztl4>
- Pfeiffer, D. (2001). Academic and environmental stress among undergraduate and graduate college students: A literature review. <https://bit.ly/3SUQwX4>
- Phinney, J. S., & Haas, K. (2003). The Process of Coping Among Ethnic Minority First-Generation College Freshmen: A Narrative Approach. *The Journal of Social Psychology*, 143(6), 707–726. <https://bit.ly/2QODDCa>
- Shaikh, B., Kahloon, A., Kazmi, M., Khalid, H., Nawaz, K., Khan, N., & Khan, S. (2004). Students, stress and coping strategies: a case of Pakistani medical school. *Education for Health: Change in Learning & Practice*, 17(3). <https://bit.ly/3mo3QH3>
- Taylor, M. E., & Owusu-Banahene, N. O. (2010). Stress among part-time business students: A study in a Ghanaian university campus. *IFE*

Psychologia: An International Journal, 18(1), 112-129. <https://bit.ly/3mxE9UN>

Talib, N., & Zia-ur-Rehman, M. (2012). Academic performance and perceived stress among university students. *Educational Research and Reviews*, 7(5), 127. <https://bit.ly/3ZoG78m>