

Academic Stress in Relation to Academic Performance of High School Students in The New Normal Education

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ABSTRACT : This study aimed to determine the academic stress in relation to academic performance of high school students in the new normal education. The researcher utilized the descriptive research design with questionnaire as the instrument in gathering data from the 392 students who were randomly selected.

Statistical analysis shows that the assessment on academic stress was “Moderately Stressful” and on well-being was “Sometimes”. The academic performance the students was rated “Very Satisfactory”. There is significant difference on sex towards academic undertaking and parental pressure while significant on age towards academic undertaking. There is significant difference according to learning modality on emotional, social, intellectual and spiritual well-being; significant on sex towards physical well-being and grade level towards intellectual well-being. There is negligible correlation between the level of academic stress and academic performance and positive slight correlation between the well-being and academic performance.

It is recommended that parents are encouraged not to force children to have good academic performance. Need to assessed and understand the intellectual ability of the children. Students are encouraged to participate in activities promoting health, social, and spiritual wellness and further study be conducted on the design of a curriculum which optimizes the balance between the ‘push’ factors bringing out the students, maintaining standards, etc.), and inducing undue and unproductive stress.

I. RATIONALE

A quality learning environment at home has been widely documented as critical for children’s acquisition of foundational skills (e.g., Dowd et al., 2017). Recent evidence shows the importance of parental engagement in children’s learning, and the striking disparities in home learning environments that persist within and across countries, hitting poorer learners the hardest (Brossard et al., 2020; UNICEF, 2020). With COVID-19 school closures, the importance of learning at home has been further amplified, increasing the role of parents and caregivers to support children’s learning. Besides learning, vulnerable households have also had to take on added responsibilities for children’s well-being, including for childcare services such as meals that were previously offered at school (Gromada, 2020).

The coronavirus pandemic is transforming the traditional schooling model. In particular, the growing integration of digital technologies raises further questions about the future of learning, teaching, curriculum, and assessment.

This calls for continuous monitoring of how education systems are transforming and responding to the scale and severity of the current learning crisis.

Stress is a subject which is hard to avoid. Everyone has had it or has it in one point in their high school life. The importance of the students in the education process is unquestionable. This is because of all the human factors in the educational system, the students occupy the key position and it is only through them that the ultimate process of education takes place. The students today are facing with new challenges in education calling for greater effort from students. In addition, there are heavy demands made by society on students to perform various roles, many of which are undefined, inconsistent and unachievable in the present socio – cultural, economic and bureaucratic contexts of our society, causing heavy stress on students mainly high school students. Unfortunately stress is a common part of life as we begin in the new normal in times of COVID – 19 Pandemic, something few of us can avoid altogether. Partly for this reason and partly for both physical health and psychological well-being, stress has become an important topic of research in psychology.

Stress exists from the change in an individual’s thinking and their lifestyle nowadays in the new normal. Now, individuals have changed in their perceptions and the way they interpret this life. Students in their adolescent stage are the ones who are going through the transitional phase, which is an intermediate of childhood and adulthood. Stress is believed to be caused by the various problems that exist such as problems at school, financial problems, family problems and problems in their surroundings. Adolescents also experience

stress because they are sometimes trapped between making decisions which is to follow rules and orders or to be free and discover the world like they should. Adolescents in the previous days were trained for things that were suitable with their age so that they can use it to manage their lives. But now adolescents have to follow their parents' desires which are preparing them to compete in the social system where the society is scrambling towards modernization so that they are not left behind. If it is not managed well, stress can ignite psychological disturbances among them when they are grown up. These disturbances will cause stress to the adolescents in the future if they are not overcome.

The coronavirus pandemic is transforming the traditional schooling model. In particular, the growing integration of digital technologies raises further questions about the future of learning, teaching, curriculum, and assessment. This calls for continuous monitoring of how education systems are transforming and responding to the scale and severity of the current learning crisis.

II. OBJECTIVES

This study aimed to determine the academic stress in relation to academic performance of school students.

Specifically, this study sought to find answers to the following questions:

1. How is the academic stress conditions of the senior high school students be described in the following dimensions:
 - 1.1. Academic Undertaking;
 - 1.2. Parental Pressure; and
 - 1.3. Future Perspective?
2. How are the dimensions towards well-being of senior high school students be described as to:
 - 2.1. Physical Well – Being;
 - 2.2. Emotional Well – Being;
 - 2.3. Social Well – Being;
 - 2.4. Intellectual Well- Being; and
 - 2.5. Spiritual Well – Being?
3. How is the level of academic performance of senior high school students reflected in GWA be described?
4. Is there significant difference on the dimension towards well – being?
5. Is there significant relationship between academic stress and academic performance?
6. Is there significant relationship between academic stress and well-being?

III. METHODOLOGY

A descriptive research design was used and with questionnaire as the instrument in gathering data from the 392 students who were randomly selected.

Questionnaire was consisted of different parts. (1). dealt with the assessment on the Academic conditions of the Senior High School students in terms of: (a) Academic Undertaking, (b) Parental Pressure, and (v) Future Perspective. (2) dealt with the perception towards student well-being in terms of (a) Physical Well-Being, (b) Emotional Well-Being, (c) Social Well-being, (d) Intellectual Well-Being, and (e) Spiritual Well-Being respectively.(3) dealt with the level of academic performance reflected in the general weighted average in the first and second grading period.

Data gathered was used as subject to certain statistical treatments. Statistical tools was used to gathered data such as percentage, weighted arithmetic mean, ANOVA and Pearson r.

IV. RESULTS AND DISCUSSION

Table 1: Table on the Perception of the Senior High School Students on the Academic Stress

Academic Stress	Overall Weighted Mean	Qualitative Interpretation	Rank
1 Academic Undertaking	2.66	Moderately Stressful	2
2 Parental Pressure	2.38	Slightly Stressful	3
3 Future Perspective	2.77	Moderately Stressful	1
Grand Mean	2.60	Moderately Stressful	

The respondents assessed “Moderately Stressful” on future perspective (2.77) and ranked 1st; academic undertaking (2.66) and ranked 2nd. The parental pressure was assessed “Slightly Stressful with mean of (2.38) and ranked 3rd. Overall, the computed grand mean on the responses towards dimensions on academic stress was 2.60 and with qualitative interpretation of “Moderately Stressful”.

Academic-related stress is significantly associated with reduced student academic motivation (Liu, 2015) and academic disengagement (Liu & Lu, 2011). This in turn makes them vulnerable to dropping out, future unemployment, and increased incidence of psychiatric disorders such as depression, anxiety and substance use disorders (Pascoe et al., 2020). Long-standing stress exposure in children and adolescents may also lead to the development of physical health problems such as metabolic syndrome, obesity and reduced insulin sensitivity as well as reduction of life expectancy (Pervanidou & Chrousos, 2012).

Table 2 : of the Senior High School Students on the dimensions towards Well-Being

Well-Being	Overall Weighted Mean	Qualitative Interpretation	Rank
1 Physical Well-Being	2.65	Sometimes	5
2 Emotional Well-Being	3.03	Sometimes	3
3 Social Well-Being	3.07	Sometimes	2
4 Intellectual Well-Being	3.02	Sometimes	4
5 Spiritual Well-Being	3.20	Sometimes	1
Grand Mean	2.99	Sometimes	

The respondents assessed “Sometimes” on all dimensions as to Spiritual Well-Being (3.20) and ranked 1st; Social Well-being (3.07) and ranked 2nd; Emotional Well-Being (3.03) and ranked 3rd; Intellectual Well-being (3.02) and ranked 4th while Physical well-being (2.65) and ranked 5th. Overall, the computed grand mean on the responses towards dimensions on well-being was 2.29 with qualitative interpretation of “Sometimes”.

Table 3 : Level of Academic Performance of the Senior High Students reflected in General Weighted Average grade during First and Second Grading Period

Descriptive Equivalent	First Grading		Second Grading	
	Frequency (f)	Percentage (%)	Frequency (f)	Percentage (%)
Outstanding (90-100)	141	36.00	183	46.70
Very Satisfactory (85-89)	155	39.50	137	34.90
Satisfactory (80-84)	90	23.00	65	16.60
Fairly Satisfactory (75-79)	6	1.50	7	1.80
Did Not Meet Expectations (74 and below)	0	0.00	0	0.00
Total	392	100.00	392	100.00
Mean	88.58	Very Satisfactory	89.73	Very Satisfactory
Overall Weighted Mean	89.16 (Very Satisfactory)			

In the first grading and second period, the students were rated “Very Satisfactory” equivalent to the numerical grade of 88.58 and 87.93 respectively. The overall weighted mean on the academic performance of the respondents was 89.16 with qualitative interpretation of “Very Satisfactory”.

The very satisfactory performance demonstrate that the student-respondents are doing well in the academic undertaking. It further demonstrate that they are not quite affected by academic stress nor academic anxiety.

Academic anxiety is found to be the least in case of adolescents from high socio- economic classes- which may be partly attributed to their secured future at least in material aspects. The prevalence of anxiety disorders tends to decrease with higher socio-economic status (Sadock et.al 2000). Another study has also reported that social disadvantage is associated with increased stress among students (Goodman et. al, 2005).

Table 4 : Analysis of Variance to test difference on the Academic Stress as to Academic Undertaking when the Student-respondents are grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	3.948	5	0.790	2.644	0.023	Reject Ho Significant
	Within Groups	115.254	386	0.299			
	Total	119.201	391				
Sex	Between Groups	0.693	1	0.693	2.279	0.132	Accept Ho Not Significant
	Within Groups	118.509	390	0.304			
	Total	119.201	391				
Grade Level	Between Groups	0.303	1	0.303	0.995	0.319	Accept Ho Not Significant
	Within Groups	118.898	390	0.305			
	Total	119.201	391				
Mother's Education	Between Groups	1.198	5	0.240	0.784	0.562	Accept Ho Not Significant
	Within Groups	118.003	386	0.306			
	Total	119.201	391				
Father's Education	Between Groups	0.394	5	0.079	0.256	0.937	Accept Ho Not Significant
	Within Groups	118.807	386	0.308			
	Total	119.201	391				
Family Income	Between Groups	1.430	8	0.179	0.581	0.793	Accept Ho Not Significant
	Within Groups	117.771	383	0.307			
	Total	119.201	391				
Learning Modality preference	Between Groups	0.399	2	0.200	0.654	0.521	Accept Ho Not Significant
	Within Groups	118.802	389	0.305			
	Total	119.201	391				

Table 4 shows the Analysis of Variance to test difference on the Academic Stress as to Academic Undertaking when the Student-respondents are grouped according to profile variables.

There is significant difference on the perception towards academic undertaking when grouped according to age manifested on the Sig. value of 0.023 which is lower than 5% significance level, therefore the null hypothesis is rejected. On the other hand, there is no significant difference on the perception towards academic undertaking when grouped according to sex, grade level, mothers' education, fathers' education, family income and learning modality preference manifested on the Sig. values of 0.132, 0.319, 0.562, 0.937, 0.793 and 0.521 respectively which are lower than 5% significance level, therefore the null hypothesis is accepted.

determine where the difference lies. It shows that respondents ages 20 years old with highest mean value compared to 19 years old.

This finding support of the study of Reddy et al. (2018) as they concludes that stream wise difference in stress does exist in students. It is important to deal with stress at personal, social and institutional level. Remedies such as feedback, yoga, life skills training, mindfulness, meditation and psychotherapy have been found useful to deal with stress. To identify the main reason of stress is the key to deal with it. Professionals can develop tailor made strategies to deal with stress. The integrated wellbeing of the students is important not only for the individual but for the institute as well. Dimitrov, (2017) claimed that stress can be addressed by ensuring that the students give utmost importance to their welfare. Food, exercise, work, recreation are some of the areas to focus on. He also concluded that the education system is more to do with the academic qualifications and does not contribute enough to the holistic development of students.

In similar manner, the study of Subramani and Kadiravan, (2017) revealed the link between academic stress and mental health among students. He endorsed that academic stress and mental health are correlated and that students are cramped with the academic structure. Parents and schools pressurize the student's way too much for the higher grades that disheartens the students, further to add on there is not enough support from the parents and school in terms of guidance. The students are mentally healthy when they perform constructively in the academic forums. They also propounded that students from private schools are more pressurized as compared to students from government schools due to the excess of homework and other academic related

assignments. Significant difference in mental health of students from private and government schools was found. He asserted that students from private schools have a different nurturing and vast exposure as compared to government school students who belong to poor socio economic background and lack of exposure. This is one of the reasons for the escalation of stress.

Table 5 : Analysis of Variance to test difference on the Academic Stress as to Parental Pressure when the student-respondents are grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.306	5	0.261	0.510	0.769	Accept Ho Not Significant
	Within Groups	197.683	386	0.512			
	Total	198.988	391				
Sex	Between Groups	2.883	1	2.883	5.733	0.017	Reject Ho Significant
	Within Groups	196.106	390	0.503			
	Total	198.988	391				
Grade Level	Between Groups	0.029	1	0.029	0.057	0.812	Accept Ho Not Significant
	Within Groups	198.960	390	0.510			
	Total	198.988	391				
Mother's Education	Between Groups	1.409	5	0.282	0.551	0.738	Accept Ho Not Significant
	Within Groups	197.579	386	0.512			
	Total	198.988	391				
Father's Education	Between Groups	1.643	5	0.329	0.643	0.667	Accept Ho Not Significant
	Within Groups	197.345	386	0.511			
	Total	198.988	391				
Family Income	Between Groups	1.741	8	0.218	0.423	0.907	Accept Ho Not Significant
	Within Groups	197.247	383	0.515			
	Total	198.988	391				
Learning Modality Preference	Between Groups	1.444	2	0.722	1.422	0.243	Accept Ho Not Significant
	Within Groups	197.545	389	0.508			
	Total	198.988	391				

There is significant difference on the perception towards parental pressure when grouped according to sex manifested on the Sig. value of 0.017 which is lower than 5% significance level, therefore the null hypothesis is rejected. On the other hand, there is no significant difference on the perception towards parental pressure when grouped according to age, grade level, mothers' education, fathers' education, family income and learning modality preference manifested on the Sig. values of 0.769, 0.812, 0.738, 0.667, 0.907, and 0.243 respectively which are lower than 5% significance level, therefore the null hypothesis is accepted.

The data simply implies on the divergence of opinion when grouped according to sex. In Appendix E, Figure 4 shows the Post-Hoc using Scheffe Test and means plot to determine where the difference lies. It shows that the difference lies on male respondents with high mean values compared to females. Possible explanations for female students experiencing higher stress levels could include women taking on the role of being the caretaker of the family (Stevenson & Harper, 2006). Moreover, the high family income had a moderate level of academic stress. Meaning to say, they have a greater chance to expose themselves to varied activities and experiences inside and outside the school campus. Lastly, students of parents, whose educational level is elementary, demonstrated a moderate level of stress. This is congruence to Graetz's (2009) study that children from parents with low occupational status face many barriers in transiting from one stage of education to the next.

Though parental involvement leads to better academic achievement (Holmes, 2013), high expectations of the parents lead to stress of stress of students (Ma, Siu & Tse, 2018). Parents usually set unrealistically high goals, it sometimes leads to drastic outbursts by students in the form of stress, depression and even suicides (Hazari, 2013).

Parents have crucial role in their children's development (Sroufe, 2002; Harter, 2006) and they have numerous wishes and expectations for their children particularly about their education (Goldenberg et al., 2001; Glick & White 2004). Children realize the parental expectations and attempt to satisfy their expectations. But sometimes parents' expectations induce worry in their child and it impacts the academic achievement. When they could not achieve their parents' expectations, it causes stress and influences on their academic achievement (Kumar & Jadaun, 2018). Hence, it is assumed that there would be a significant relationship between parental expectations and academic stress among school students and is tested with correlation analysis.

In the study of Chui and Wong, (2017) concluded that there was no difference between gender regarding perceived parental expectations. (Dhull and Kumari ,2015) indicated significant gender differences with reference to dimensions of academic stress (pressure from study, workload, worry about grades and despondency).

Parental pressure for better academic performance was found to be mostly responsible for academic stress, as reported by 66% of the students. The majority of the parents criticized their children by comparing the latter's performance with that of the best performer in the class. As a result, instead of friendship, there develops a sense of rivalry among classmates. Some parents even tend to demean the achievement of the top scorer of the class by stating that, he/she might have been favored by the teacher (Pandey, 2010).

Table 6 : Analysis of Variance to test difference on the Academic Stress as to Future Perspective when the student-respondents are grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.368	5	0.274	0.516	0.764	Accept Ho Not Significant
	Within Groups	204.820	386	0.531			
	Total	206.188	391				
Sex	Between Groups	0.861	1	0.861	1.635	0.202	Accept Ho Not Significant
	Within Groups	205.328	390	0.526			
	Total	206.188	391				
Grade Level	Between Groups	1.881	1	1.881	3.591	0.059	Accept Ho Not Significant
	Within Groups	204.307	390	0.524			
	Total	206.188	391				
Mother's Education	Between Groups	0.467	5	0.093	0.175	0.972	Accept Ho Not Significant
	Within Groups	205.721	386	0.533			
	Total	206.188	391				
Father's Education	Between Groups	1.465	5	0.293	0.553	0.736	Accept Ho Not Significant
	Within Groups	204.723	386	0.530			
	Total	206.188	391				
Family Income	Between Groups	3.641	8	0.455	0.861	0.550	Accept Ho Not Significant
	Within Groups	202.548	383	0.529			
	Total	206.188	391				
Learning Modality Preference	Between Groups	0.911	2	0.455	0.863	0.423	Accept Ho Not Significant
	Within Groups	205.278	389	0.528			
	Total	206.188	391				

There is no significant difference on the perception towards future perspective when grouped according to age, sex, grade level, mothers' education, fathers' education, family income and learning modality preference manifested on the Sig. values of 0.764, 0.202, 0.059, 0.972, 0.736, 0.550 and 0.423 respectively which all are higher than 5% significance level, therefore the null hypothesis is accepted.

Regarding stress, Folkman (2013) emphasizes that this phenomenon is contextual and involves a transaction between the characteristics of the person and the environment; it is liable to change over time, perhaps as a result of the individual's evaluation of a personally meaningful situation. Kristensen, Schaefer, and Busnello (2010) argue that stress develops when the demands of certain situations are perceived as being beyond the resources available to overcome them, causing the individual to be unable to resist and create strategies to address them.

Thus, stress can interfere with this population's development, given the psychological vulnerability that is inherent to this period of life. In addition to causing an impact on adolescents' health and wellness (Marques, Gasparotto, & Coelho, 2015), stress can affect their future expectations and hope (Gustafsson et. al., 2013).

There is a direct relationship between hope and future expectations; hope is used to envision future goals and to propose effective actions to achieve the goals that are established in the present, playing an important role in positive development (Callina et. al.,2014). Adolescents plan for the future using concepts and experiences from the present, and therefore, they need hopeful thoughts to try to accomplish these plans, encouraging their positive development (Burrow, O'Dell, & Hill, 2010).

Table 7 : Analysis of Variance to test difference on the dimensions towards Physical Well-Being when the student-respondents are grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.877	5	0.375	1.432	0.212	Accept Ho Not Significant
	Within Groups	101.163	386	0.262			
	Total	103.040	391				
Sex	Between Groups	6.430	1	6.430	25.956	0.000	Reject Ho Significant
	Within Groups	96.610	390	0.248			
	Total	103.040	391				
Grade Level	Between Groups	0.239	1	0.239	0.907	0.341	Accept Ho Not Significant
	Within Groups	102.801	390	0.264			
	Total	103.040	391				
Mother's Education	Between Groups	0.997	5	0.199	0.754	0.583	Accept Ho Not Significant
	Within Groups	102.043	386	0.264			
	Total	103.040	391				
Father's Education	Between Groups	1.911	5	0.382	1.459	0.202	Accept Ho Not Significant
	Within Groups	101.129	386	0.262			
	Total	103.040	391				
Family Income	Between Groups	2.899	8	0.362	1.386	0.201	Accept Ho Not Significant
	Within Groups	100.141	383	0.261			
	Total	103.040	391				
Learning Modality preference	Between Groups	0.624	2	0.312	1.185	0.307	Accept Ho Not Significant
	Within Groups	102.416	389	0.263			
	Total	103.040	391				

Table 7 shows the Analysis of Variance to test difference on Physical well-being when grouped according to age, sex, grade level, mother's education, father's education and family income and learning modality preference.

There is significant difference on the perception towards physical well-being when grouped according to sex manifested on the Sig. value of 0.000 which is lower than 5% significance level, therefore the null hypothesis is rejected.

There is no significant difference on the perception towards physical well-being when grouped according to age, grade level, mothers' education, fathers' education, family income and learning modality preference manifested on the Sig. values of 0.212, 0.341, 0.583, 0.202, 0.201 and 0.307 respectively which all are higher than 5% significance level, therefore the null hypothesis is accepted.

The data simply implies on the divergence of opinion when grouped according to sex. In Appendix E, Figure 5 shows the Post-Hoc using Scheffe Test and means plot to determine where the difference lies. It shows that the difference lies on male respondents.

The physical well-being domain and its measures include the areas of: nutrition, preventative health care, physical activity, physical safety and security, reproductive health and drug use (Bornstein et al., 2003; Pollard & Davidson, 2001). One unequivocal constant across the physical well-being literature is that school programs that support physical well-being lead to positive health outcomes (Blanksby & Whipp, 2004; Bornstein et al., 2003). Schools are generally well informed regarding appropriate health behaviors through both curriculum documents in the Health and Physical Education fields and supplementary programs available to schools to support and nurture student physical well-being. The contribution of measures of physical well-being to a measurement construct of student well-being are however questionable.

Table 8: Analysis of Variance to test difference on the dimensions towards Emotional Well-Being when the student-respondents are grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.905	5	0.381	1.586	0.163	Accept Ho Not Significant
	Within Groups	92.724	386	0.240			
	Total	94.629	391				
Sex	Between Groups	0.443	1	0.443	1.836	0.176	Accept Ho Not Significant
	Within Groups	94.185	390	0.242			
	Total	94.629	391				
Grade Level	Between Groups	0.286	1	0.286	1.183	0.277	Accept Ho

	Within Groups	94.343	390	0.242			Not Significant
	Total	94.629	391				
Mother's Education	Between Groups	0.369	5	0.074	0.303	0.911	Accept Ho Not Significant
	Within Groups	94.260	386	0.244			
	Total	94.629	391				
Father's Education	Between Groups	0.367	5	0.073	0.300	0.913	Accept Ho Not Significant
	Within Groups	94.262	386	0.244			
	Total	94.629	391				
Family Income	Between Groups	1.448	8	0.181	0.744	0.653	Accept Ho Not Significant
	Within Groups	93.181	383	0.243			
	Total	94.629	391				
Learning Modality preference	Between Groups	2.631	2	1.316	5.563	0.004	Reject Ho Significant
	Within Groups	91.998	389	0.236			
	Total	94.629	391				

Table 18 shows the Analysis of Variance to test difference on Emotional well-being when grouped according to age, sex, grade level, mother's education, father's education and family income and learning modality preference.

value of 0.004 which is lower than 5% significance level, therefore the null hypothesis is rejected.

There is no significant difference on the perception towards emotional well-being when grouped according to age, grade level, mothers' education, fathers' education, and family income manifested on the Sig. values of 0.163, 0.176, 0.277, 0.911, 0.913, and 0.653 respectively which all are higher than 5% significance level, therefore the null hypothesis is accepted.

The data simply implies on the divergence of opinion when grouped according to learning modality preference. In Appendix E, Figure 6 shows the Post-Hoc using Scheffe Test and means plot to determine where the difference lies. It shows that the difference lies on respondents using blended learning manifested on the high mean values compared to those using online learning. Psychological well-being is the most pervasive construct in the well-being literature and consistently is referred to as one of the primary outcome measures of well-being.

The aspects of intrapersonal well-being are also reported extensively as being under meaningful influence of the school (Bond, 2000; Carr-Gregg, 2000b; Wyn et al., 2000). This report includes intrapersonal well-being as a dimension of a measurement construct of student well-being in the school community.

Table 9: Analysis of Variance to test difference on the dimensions towards Social Well-Being when the student-respondents are grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.642	5	0.328	1.147	0.335	Accept Ho Not Significant
	Within Groups	110.530	386	0.286			
	Total	112.171	391				
Sex	Between Groups	0.044	1	0.044	0.154	0.695	Accept Ho Not Significant
	Within Groups	112.127	390	0.288			
	Total	112.171	391				
Grade Level	Between Groups	0.594	1	0.594	2.075	0.151	Accept Ho Not Significant
	Within Groups	111.578	390	0.286			
	Total	112.171	391				
Mother's Education	Between Groups	0.394	5	0.079	0.272	0.928	Accept Ho Not Significant
	Within Groups	111.778	386	0.290			
	Total	112.171	391				
Father's Education	Between Groups	0.666	5	0.133	0.461	0.805	Accept Ho Not Significant
	Within Groups	111.506	386	0.289			
	Total	112.171	391				
Family Income	Between Groups	2.499	8	0.312	1.091	0.369	Accept Ho Not Significant
	Within Groups	109.672	383	0.286			
	Total	112.171	391				
Learning Modality preference	Between Groups	2.417	2	1.208	4.283	0.014	Reject Ho Significant
	Within Groups	109.755	389	0.282			
	Total	112.171	391				

Table 9 shows the Analysis of Variance to test difference on Social well-being when grouped according to age, sex, grade level, mother's education, father's education and family income and learning modality preference.

There is significant difference on the perception towards social well-being when grouped according to learning modality preference manifested on the Sig. value of 0.014 which is lower than 5% significance level, therefore the null hypothesis is rejected.

There is no significant difference on the perception towards social well-being when grouped according to age, grade level, mothers' education, fathers' education, and family income manifested on the Sig. values of 0.335, 0.695, 0.151, 0.928, 0.805 and 0.369 respectively which all are higher than 5% significance level, therefore the null hypothesis is accepted.

The data simply implies on the divergence of opinion when grouped according to learning modality preference. In Appendix E, Figure 7 shows the Post-Hoc using Scheffe Test and means plot to determine where the difference lies. It shows that the difference lies on the respondents using blended learning manifested on the high mean values compared to those using online learning.

Social well-being has been afforded status as both a dimension of a larger well-being construct and as part of a broader social-emotional well-being dimension (Bornstein et al., 2003). Typically the social, or interpersonal well-being domain includes aspects such as: empathy, trust, peer relationships and mutual obligation (Bornstein et al., 2003). The aggregation of social and emotional well-being to form a single dimension in some well-being models is predicated on the understanding that emotional well-being is frequently manifest as observable social behaviors. This provides an elegant solution in the management of constructs in which well-being is defined broadly to encompass a range of situational contexts.

Table 10: Analysis of Variance to test difference on the dimensions towards Intellectual Well-Being when the student-respondents are grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	2.356	5	0.471	1.723	0.128	Accept Ho Not Significant
	Within Groups	105.559	386	0.273			
	Total	107.914	391				
Sex	Between Groups	0.301	1	0.301	1.091	0.297	Accept Ho Not Significant
	Within Groups	107.613	390	0.276			
	Total	107.914	391				
Grade Level	Between Groups	1.140	1	1.140	4.162	0.042	Reject Ho Significant
	Within Groups	106.775	390	0.274			
	Total	107.914	391				
Mother's Education	Between Groups	0.901	5	0.180	0.650	0.662	Accept Ho Not Significant
	Within Groups	107.013	386	0.277			
	Total	107.914	391				
Father's Education	Between Groups	2.416	5	0.483	1.768	0.118	Accept Ho Not Significant
	Within Groups	105.498	386	0.273			
	Total	107.914	391				
Family Income	Between Groups	4.069	8	0.509	1.876	0.062	Accept Ho Not Significant
	Within Groups	103.846	383	0.271			
	Total	107.914	391				
Learning Modality preference	Between Groups	2.117	2	1.059	3.892	0.021	Reject Ho Significant
	Within Groups	105.797	389	0.272			
	Total	107.914	391				

Table 10 shows the Analysis of Variance to test difference on Intellectual well-being when grouped according to age, sex, grade level, mother's education, father's education and family income and learning modality preference.

There is significant difference on the perception towards intellectual well-being when grouped according to grade level and learning modality preference manifested on the Sig. values of 0.042 and 0.021 respectively which is lower than 5% significance level, therefore the null hypothesis is rejected.

There is no significant difference on the perception towards intellectual well-being when grouped according to age, mothers' education, fathers' education, and family income manifested on the Sig. values of 0.0128, 0.297, 0.662, 0.118 and 0.062 respectively which all are higher than 5% significance level, therefore the null hypothesis is accepted.

The data simply implies on the divergence of opinion when grouped according to grade level and learning modality preference respectively. In Appendix E, Figure 8 and 9 show the Post-Hoc using Scheffe Test and means plot to determine where the difference lies. It shows that the difference lies on respondents in Grade 12 and using blended learning manifested on their high mean values.

It is universally accepted that schools exert significant influence over the cognitive wellbeing of their students. This is after all, arguably the primary purpose of schools and the focus of the greatest proportion of their allocated resources. It is also true that schools and school systems already have available to them an overwhelming array of assessment methodologies and materials of the academic achievements of their students. Less prevalent are measures of the cognitive dispositions. However, the dispositional aspects of the cognitive dimension of child well-being articulated by Pollard and Lee (2003) are not sufficiently discrete from a broader intrapersonal dimension of student well-being in the school context to warrant their classification as part of a distinct well-being dimension. Dispositions to cognitive achievement are therefore included in this report as aspects of a broader intrapersonal dimension of a measurement construct of student well-being in the school community.

Table 11 :Analysis of Variance to test difference on the dimensions towards Spiritual Well-Being when the Student-respondents are grouped according to profile variables

Sources of Variations		SS	df	MS	F	Sig.	Decision
Age	Between Groups	1.871	5	0.374	1.151	0.333	Accept Ho Not Significant
	Within Groups	125.548	386	0.325			
	Total	127.419	391				
Sex	Between Groups	0.269	1	0.269	0.824	0.365	Accept Ho Not Significant
	Within Groups	127.151	390	0.326			
	Total	127.419	391				
Grade Level	Between Groups	0.619	1	0.619	1.903	0.168	Accept Ho Not Significant
	Within Groups	126.800	390	0.325			
	Total	127.419	391				
Mother's Education	Between Groups	0.674	5	0.135	0.411	0.841	Accept Ho Not Significant
	Within Groups	126.745	386	0.328			
	Total	127.419	391				
Father's Education	Between Groups	2.040	5	0.408	1.256	0.282	Accept Ho Not Significant
	Within Groups	125.379	386	0.325			
	Total	127.419	391				
Family Income	Between Groups	1.194	8	0.149	0.453	0.889	Accept Ho Not Significant
	Within Groups	126.225	383	0.330			
	Total	127.419	391				
Learning Modality Preference	Between Groups	2.351	2	1.176	3.656	0.027	Reject Ho Significant
	Within Groups	125.068	389	0.322			
	Total	127.419	391				

Table 11 shows the Analysis of Variance to test difference on Spiritual well-being when grouped according to age, sex, grade level, mother's education, father's education and family income and learning modality preference.

There is significant difference on the perception towards spiritual well-being when grouped according to learning modality preference manifested on the Sig. value of 0.027 which is lower than 5% significance level, therefore the null hypothesis is rejected.

On the other hand, there is no significant difference on the perception towards spiritual well-being when grouped according to age, grade level, mothers' education,

fathers' education, and family income manifested on the Sig. values of 0.333, 0.365, 0.168, 0.841, 0.282, and 0.889 respectively which all are higher than 5% significance level, therefore the null hypothesis is accepted.

The data simply implies on the divergence of opinion when grouped according to learning modality preference. In Appendix E, Figure 10 shows the Post-Hoc using Scheffe Test and means plot to determine where the difference lies. It shows that the difference lies on respondents using blended learning manifested on the high mean values compared to those using the online learning.

Spiritual well-being is defined as a positive sense of meaning and purpose in life (Adams & Benzer, 2000; Tsang & McCullough, 2003) and is an essential component of many models of well-being (Adams & Benzer, 2000). Spirituality is distinct from but can include religiosity. The distinction between spirituality and

religiosity is determined by the role of the sacred. Religiosity includes the requirement that a person is involved in the active search for and maintenance of faith in a notional divine entity or object (Hill, Pargament, Hood, McCullough, & Swyers, 2000). This is subsumed by the more general construct of spirituality as a sense of meaning or purpose.

Table 12: Pearson Product Moment Coefficient of Correlation to test relationship between Academic Stress and Academic Performance

Sources of Correlations		Academic Stress	Academic Performance
Academic Stress	Pearson Correlation	1	0.037
	Sig. (2-tailed)		0.459
	N	392	392
Academic Performance	Pearson Correlation	0.037	1
	Sig. (2-tailed)	0.459	
	N	392	392

The computed Pearson r value of 0.037 denotes negligible correlation between dimensions on Academic Stress and level of Academic Performance. The computed Sig. (2-tailed) test value of 0.459 which is greater than 5% significant level, therefore the null hypothesis is accepted, hence there is no significant relationship between the academic stress and the level of academic performance.

The impact of academic stress is also far-reaching: high levels of academic stress have led to poor outcomes in the areas of exercise, nutrition, substance use, and self-care. Concerning academic stress, there is much stress linked to studies, homework, tests, and other academic engagements (Porwal & Kumar, 2014). Relatively, it is a product of a broad range of concerns, including burden from tests and examinations burden, courses demanding submissions, and different educational systems, and thinking about plans upon education (Ramli, 2018). One out of every ten students suffers significant distress related to studies. In India, 72% of students are unaware of how to deal with academic stress and its ill-effects (Kumar, 2013).

Study of academic stress along gender lines is notable because, there is great difference in the academic stress of female and male students and studies revealed that female students were found to be under more academic stress than male students (Gentry et al., 2007). Academic stress is caused due to the examination system, burden of homework and attitudes of parents and teachers (Sarita, 2015). Even some parents intend to compensate through their children (Dhull & Kumari, 2015). In Indian culture, parents have more expectations for their male child because of societal perspective that male should success in education well enough so that he can look after the parents and family in future (Rajkotwala, 2016; Krishnan, 2018).

Table 13 : Pearson Product Moment Coefficient of Correlation to test relationship between Academic Stress and Academic Performance

Sources of Correlations		Academic Stress	Academic Performance
Well-Being	Pearson Correlation	1	0.173**
	Sig. (2-tailed)		0.001
	N	392	392
Academic Performance	Pearson Correlation	0.173**	1
	Sig. (2-tailed)	0.001	
	N	392	392

** . Correlation is significant at the 0.01 level (2-tailed).

Table 23 shows the Pearson Product Moment Coefficient of Correlation to test relationship between Well-Being and level of Academic Performance

The computed Pearson r value of 0.173** denotes positive slight correlation between dimensions on Academic Stress and level of Academic Performance. The computed Sig. (2-tailed) test value of 0.001 which is less than 1% significant level, therefore the null hypothesis is rejected, hence there is significant relationship between the well- being and the level of academic performance.

The data clearly demonstrate that as the academic stress is increasing, the academic performance is also slightly increasing. This finding supports on the study of Deb et al. (2014), were found to have high academic stress and 37 percent were found to have high anxiety levels.

Pollard and Lee (2003) comment that ‘wellbeing is a complex, multi-faceted construct that has continued to elude researchers attempts to define and measure it’ and according to Lent (2004), despite the multitude of purported measurement instruments ‘there has been relatively little consensus on how best to measure well-being’. An audit of existing models of well-being reveals that there is significant variation in the magnitude and scope of the dimensions (also referred to as domains) ascribed to well-being.

Well-being is a multidimensional phenomenon, integrating biological, psychological, social, and spiritual dimensions (McDowell, 2010). Well-being refers to the emotional and cognitive dimensions of the subjective experience resulting from the individual evaluation of several dimensions of life.

Personality is a significant predictor of mental health (Davydov et al., 2010), including positive mental health/wellbeing (Cloninger and Zohar, 2011; Josefsson et al., 2011; Butkovic et al., 2012). Healthy personality development is related to several aspects of well-being and there is a need for integrating the contributions of personality to well-being on current approaches to mental health (Seligman, 2008; Cloninger, 2012; Vaillant, 2012).

V. CONCLUSIONS

Based on the summary of the investigations conducted, the researcher concluded that:

1. The assessment on academic stress was “Moderately Stressful”.
2. The assessment on well-being was “Sometimes”
3. The academic performance the students was rated “Very Satisfactory”.
4. There is significant different on sex towards academic undertaking and parental pressure while significant on age towards academic undertaking.
5. There is significant difference when grouped according to learning modality on emotional, social, intellectual and spiritual well-being; significant on sex towards physical well-being and grade level towards intellectual well-being
6. There is negligible correlation between the level of academic stress and academic performance.
7. There is positive slight correlation between the well-being and academic performance.

RECOMMENDATIONS

Based on the summary of the investigations conducted and the conclusions arrived at, the researcher offer the following recommendations based on salient findings obtained in the study.

1. Parents are encouraged not to force children to have good academic performance. Need to assessed and understand the intellectual ability of the children.
2. Parents should encourage their children to participate in exercise and physical activities. Join in to model fitness.
3. Parents should help their children to learn healthful eating.
4. Encouraged students to conduct self-assessment in readiness to handle or carry normal academic loads.
5. Students are advised to have self- discipline on sleeping habit meeting the 8 hours a day and conduct physical activity to enhance physical well-being.
6. Inclusions and integration of lessons on the importance of racial respect, gender sensitivity and cultural divergence.
7. Attendance to church services, worship and mass in order to enhance spiritual well-being.
8. Parents and teachers should provide activities for the students which will help them to enjoy their free time, including exercise, and allow them to engage themselves in productive ways that can reduce the stress.
9. School staffs, teachers and counselors should develop ways to improve effective communication between students and teachers, thereby improving academic and well – being of students. Their understanding of students’ academic stress will help them to practice techniques and adopt attitudes essential to assist and mentor them to cope/deal with academic stress more effectively.
10. Further, study should be conducted on the design of a curriculum which optimizes the balance between the ‘push’ factors (bringing out the students, maintaining standards, etc.) and inducing undue and unproductive stress.
11. For future researcher/s, to conduct a parallel or similar study with in-depth and wider in scope so as to validate the salient findings obtained in the study.

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