



Effects of Mental Stress Towards the Grade-12 Students in Ibn Siena Integrated School Foundation, Marawi City, Philippines

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ABSTRACT

Mental and psychological stress affects the students in various ways. Student mental health has been a widely concern in some certain studies. This study aims to conduct a survey assessment of the effects of mental and psychological stress towards the STEM 12 students in Ibn Siena Integrated School Foundation. Survey questionnaire with 50 respondents from different sections of STEM 12 was provided to determine the effects of mental and psychological stress on their health and well-being. As a result, most of the respondents that have experienced mental and psychological stress are women with a percentage of (68%) and most of them are at the age of 18 (56%). Several stressors vary from school, home, and the society as a whole. The major findings of our study emphasize the urgent need to raise awareness and develop mediation and preventative coping mechanisms to address the mental health of the senior high school STEM students.

Keywords : Mental and Psychological Stress; STEM; Stressors

1 INTRODUCTION

Psychological stress has been an undeniable issue that can be encountered in one's life. This type of stress refers to the unusual and overwhelming feeling that highly affects one's daily life and behavior. Psychological stress comes in different forms. According to Friedman (2022), the following fall under Psychological stress: (a) emotional stress which include resentments, fears, frustration, sadness, anger, and grief/bereavement, (b) cognitive stress including information overload, accelerated sense of time, worry, guilt, shame, jealousy, resistance, attachments, self-criticism, self-loathing, unworkable perfectionism, anxiety, and panic attacks, and (c) perceptual stress including beliefs, roles, stories, attitudes, and world view.

There are various factors that lead to Psychological stress, or what we can also term as "stressors". A study from Centre for Studies on Human Stress (CSHS) (2019) categorized stressors into two: Physiological stressors and Psychological stressors. Psychological stressors refers to the "events, situations, individuals, comments, or anything we interpret as negative or threatening". According to Scott (2021), people differ in what they perceive as stressors because there are different understanding of life between people. One threat or a potential cause of stress may not be considered the same by other people. A study from Health e University pointed out some factors that may lead to psychological stress, those are traumatic experiences, major life events, health issues, and everyday stressors such as workplace stress, family stress, and relationships.

A type of stress that results in psychological distress and anxiety because of how events in one's external or internal surroundings are viewed (Lazarus & Folkman, 1984). Physiological reactions are frequently accompanied by mental tension (Cacioppo, 1994). In the lab, demanding and/or unpleasant stimuli, such as incentive to achieve a performance goal and/or social-evaluative threat (Dickerson & Kemeny, 2004), or interpersonal interactions, particularly those involving conflict, are the most common ways to cause mental stress (Glass & Singer, 1972). Preparing and delivering a speech, performing math, tracing around a star using only a mirror image as a guide, completing a reaction time task, and engaging in a heated discussion with another person are all examples of common mental stress tasks (Steptoe & Vögele, 1991).

Students are often faced with a lot of academic responsibilities, usually several school works at a time, and these academic responsibilities can result to an academic stress as it can be challenging for students to manage their tasks considering that there are various aspects that can affect their overall performance. In a comprehensive literature review, it was pointed out that academic stress is composed of various components, in which among them are: time management issues, personal expectations, and financial burdens. According to Murphy and Archer (1996), Stu-

dents suffer physical and psychological destruction when stress is perceived negatively or becomes extreme. It was then pointed out from a study by Medula, Jr. (2017) that academic-related stressors are the most frequent type of stressor that students encounter. In this study, it determines the effects of mental stress towards the Grade 12 STEM students of ISISF.

2 LITERATURE REVIEW

According to a study from Carleton et al., (2012) despite the growing literature relating uncertainty to increased psychological distress in the context of illness and hospitalization, it remains unclear how this association and mechanism impacts the general population. Studies by Yang et al. (2007) and Peng et al. (2019) suggest that to address this research gap, Yang and his colleagues in China have broadened the emphasis of uncertainty. They proposed a conceptual framework for uncertainty stress, and defined uncertainty stress as anxiety in facing ambiguous situations and problematic environments. Based on the study by Peng et al. (2019), it states that uncertainty is a common phenomenon in people's everyday lives.

Stress can be experienced by anyone, but according to different studies, there are gender differences. According to a study by Viertiö et al. (2021), there are gender differences when it comes to psychological stress, the study concluded that women are more likely to experience psychological stress than men. Social factor is one of the risk factors that lead to this gender difference in psychological stress experienced, including societal roles and expectations from men and women. Due to the Work-family conflict which happens when work-related issues interferes with family participation (Nilsen et al. 2017) that is also frequently experienced by women (Remery and Schippers, 2019), it further proves that women are more prone to experience psychological stress compared to men.

The opinion of Teixeira et al. (2021) beginning studies can be stressful to many students, since it means the necessity to establish new relationships, develop new studying habits related to the chosen program, cope with overwork, learn time management, and often also change one's place of residence. According to a study by Beiter et al. (2015), being a student, it is hard to encounter new experiences in school as well as coping with the challenges we face just to learn, and sometimes it leads to having a fear of having bad grades. Some of the reasons that lead us to have mental stress are: loaded activities that may have triggered us; changes in eating and sleeping habits; lack of time management; and having a hard time when it comes to our self-care.

3 METHODOLOGY

3.1 Research Design and Locale of the study

In this study, the researchers used a descriptive method. The study used a survey questionnaire. Moreover, the primary aim of this method is to determine the possible difficulties and the experienced stress of the respondents. The study was conducted at Ibn Siena Integrated School Foundation (ISISF). It is an Islamic institution with two levels of education: elementary and secondary. It is located in Biyaba, Marawi City and was founded in 1995 by the two organizations, The Ranao-Council and the Markazoshabab, a group of Islamic scholars.

The study is limited only inside the campus of Ibn Siena Integrated School Foundation, specifically to the grade 12 learners.

3.2 Research Respondents

The participants of the study were Senior High school grade 12 STEM students of Ibn Siena Integrated School Foundation (ISISF). Students from the aforesaid school were chosen regardless of their academic status. The number of expected participants from the grade 12 STEM students was 50 who will participate in this study.

3.3 Sampling Design

Accordingly, a total of 50 students were selected using convenience sampling technique. All of them are currently enrolled students of Ibn Siena Integrated School Foundation.

4 RESULTS & DISCUSSION

Table 1.
Frequency and Percentage Distribution of Respondents' Gender and Age

Gender	Counts	% of Total
Male	16	32%
Female	34	68%
Age Group	Counts	% of Total
16	3	6%
17	8	16%
18	28	56%
19	11	22%

Table 2.
Effects of Mental and Psychological Stress

No.	Items	Yes	% of Total	No	% of Total
1	Do you experience over fatigue?	33	66%	17	34%
2	Do you tend to feel frustrated when you have to wait a long time?	35	70%	15	30%
3	Do you wake up feeling anxious about going to school?	25	50%	25	50%
4	Do you frequently put things off until later?	30	60%	20	42%
5	Have you handled responsibilities that you find overwhelming?	40	80%	10	20%
6	Do you frequently complain that you are disorganized?	34	68%	16	32%
7	Do you experience discrimination, hate or abuse?	16	32%	33	66%
8	Does stress affect the way you feel about yourself?	35	70%	15	30%
9	Have you undergone significant life changes?	35	70%	15	30%
10	Do you frequently and easily get irritated?	28	56%	22	44%
11	Do you have an absence of enjoyable?	29	58%	21	42%
12	Do you often feel sadness most of the time?	35	70%	15	30%

Table 2 reveals that most of the respondents claim that the effect of mental and psychological stress is the inability to handle overwhelming responsibilities. According to Zucker (2019), the cognitive impact of feeling perpetually overwhelmed can range from mental slowness, forgetfulness, confusion, difficulty in concentrating or thinking logically, to a racing a mind or an impaired ability to problem solve. Whereas, discrimination, hate or abuse is the least experienced effect of mental and psychological stress of the respondents. According to McGill (2016) sixty-five percent of adults who had emotional support after dealing with discrimination said they were able to cope well compared to 37 percent of people who evolved discrimination but lacked emotional support.

5 CONCLUSION

Results revealed that majority of the students do experience mental and psychological stress from different aspects of their lives. Stressors may come from school, home, community, and social group. The major findings of the study emphasize the urgent need to raise awareness and develop mediation and preventative coping mechanisms to address the mental health of the senior high school STEM students.

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