

Academic Stress and Coping Strategies of High School Students with Single-Parents in Antique

Kenia Hukom¹ and Dennis V. Madrigal²

¹Saint Joseph Academy Inc., Bugason, Antique, Philippines

²University of Negros Occidental-Recoletos, Bacolod City, Philippines

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Introduction. Today, stress is growing day by day among students with single-parents, yet the basic concepts to minimize, endure, and master the stress are often ignored. In many places around the world, students experienced significant academic distress, and being unaware of how to deal with it is a serious concern, which worsens the school-setting situation. Education and social support systems are prime movers in developing and enriching students, particularly in adopting appropriate coping strategies. Hence, this paper describes the level of academic stress and the extent of coping strategies of high school students with single-parents in a Catholic School in Antique during the school year 2019-2020. Likewise, it explores the relationship existing between the students' demographics and their academic stress and coping strategies.

Methods. A descriptive-correlational research design was used to assess the level of academic stress and extent of coping strategies of high school students with single-parents of Catholic School in Antique during the school year 2019-2020. Through simple random sampling, 67 students were selected to participate in the study. The data were gathered using a standardized instrument developed by Rao (2012) and Carver (1989). Mean, Standard Deviation, and Pearson Product Moment correlation were used to analyze the data.

Results. The findings of the study revealed that the level of academic stress of high school students with single-parent is generally low. When grouped according to demographics, students also showed a low level of academic stress regardless of their academic level and single-parents' educational level. However, a moderate level of academic stress was found when the grouping was in terms of sex and family monthly income. Also, it revealed that fear of failure is the highest source of academic stress. Likewise, the extent of coping strategies of high school students is great irrespective of academic level, sex, family monthly income, and single-parents' educational level. However, analyzing the mean values of family monthly income, the extent of coping of the high-income group was higher than of the low-income. Also, as a whole, the emotion-focused strategy of coping with stress is predominantly used by the students, while the avoidance-focused was the least one. As to the relationship between demographics and academic stress, the findings revealed that there is no significant relationship between academic level and single-parents' educational level. On the other hand, a significant relationship was found between academic stress and sex and family monthly income. As to the relationship between demographics and extent of coping, the findings revealed that there is no significant relationship between academic level, sex, and single-parents' educational level. On the other hand, there is a significant relationship between the extent of coping and family monthly income. Finally, no significant relationship was found between academic stress and coping strategies.

Conclusion. The school program on stress management is essential in fostering students' competence and ability to cope with life's stress and the strong desire to excel in academic-related endeavors during this new normal. The data showed a low level of academic stress; however, the academic demands of the educational system this new normal is quite taxing and challenging and were mostly accountable for students' higher level of stress. The program delivers different services to meet further and realize the needs of the students to become empowered in facing the adversities

of life. Thus, the guidance designate and the teachers have a huge responsibility in creating programs to minimize academic stress and maximize the students' coping strategies. It is further shown that a low level of academic stress and a great extent of coping significantly are good indicators of school achievement. However, it may be better if that will be added by external elements such as social support that can offer a hand for accomplishing a specific task or outcome, for it may result in a greater and stronger force that will direct behavior towards a goal. It is also implied that guidance designate, teachers, and parents as prime movers can develop, build, and enrich students to excel in academic-related tasks. Their active participation and their presence in school-related activities and monitoring students' status add up to the students' successes, especially in attaining holistic transformation.

Practical Value of the Paper. The study significantly contributes to the existing literature and studies on the academic stress and coping strategies of students in Catholic schools

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Correspondence:

Kenia Hukom [kenhukom1996@gmail.com]
<http://orcid.org/0000-0001-6659-5797>