

Academic Expectancy Stress and Mental Toughness of Senior High School Students in a Catholic School

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Introduction. Academic expectancy stress is an unpleasant psychological situation due to educational expectations from parents, teachers, peers, and family members, educational systems, examinations, and the burden of homework. In this process, the students try to work hard to achieve high results. If they fail, they experience academic expectancy stress. Mental toughness is one of the essential concepts in psychology, which describes one's ability to cope with pressure, stressors, and challenges. Hence, the paper describes the degree of academic expectancy stress and degree of the mental toughness of senior high school honor students enrolled in a Catholic School in Negros Occidental for the Academic Year 2019-2020. Likewise, it explores the difference between the students' academic expectancy stress, mental toughness, and demographics. Lastly, it determines the correlation between academic expectancy stress and

the mental toughness of honor students.

Methods. A descriptive-comparative and correlational research design was used to assess and correlate academic expectancy stress and mental toughness of senior high school honor students in a Catholic School in Negros Occidental during the academic year 2019-2020. Stratified random sampling was utilized to come up with the 214 respondents of this study. The data were gathered using two standardized questionnaires, namely Academic Expectancy Stress Inventory (Ang & Huan, 2006) and Mental Toughness Questionnaire 18 (Clough, Earle, & Sewell, 2002). The Mean, Standard Deviation, t-test, One-way Analysis of Variance (ANOVA), and Pearson r were used to statistically treat the data.

Results. The findings of the study revealed that the degree of academic expectancy stress of senior high school honor students is generally high. Likewise, the degree of the mental toughness of honor students is high regardless of their demographics. Furthermore, there were no significant differences in the degree of academic expectancy stress and the demographics of senior high school honor students. On the other hand, there was a significant difference in honor students' mental toughness and sex, but other demographics were found insignificant. As to the relationship between academic expectancy stress and mental toughness, the findings revealed a significant relationship between the two constructs; that is, when students have high academic expectancy stress, they tend to have high mental toughness.

Conclusion. The high degree of academic expectancy stress and mental toughness of senior high school honor students enrolled in a Catholic school in Negros Occidental for the academic year 2019 - 2020 was high and needed an intervention to help them address their academic concerns. The findings basically imply that students generally consider academic expectations as a great source of academic stress, especially if you are an honor student enrolled in a Catholic School where students with academic honors are given scholarships; therefore, it became a motivating factor for the students to perform well in their academics. These further signify that discomfort helps honor students flourish. Despite being mentally distressed, they can cope with the stressors and thrive. Moreover, they have a high degree of mental toughness that allows them to cope better with their academic expectancy stress; thus, programs must be developed to enhance and reinforce their mental toughness.

Practical Value of the Paper. The study significantly contributes to the few existing literature regarding Academic Expectancy Stress and Mental Toughness of Senior High School Honor Students in a Catholic School. The study also provided baseline data for Guidance Counselors and future researchers in crafting a program that will aid the students in handling their academic expectancy stress and reinforcing their mental toughness.

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