

## **Stress level among x senior highschoolers in research proposal**

JOANNA PAULA ABASOLO SEVILLANO<sup>1a</sup>, CHERYLE GECALE  
TEMPLA<sup>2b</sup>, MARIA BERANDO CELETONA<sup>3c</sup>

<sup>1</sup>Secondary School Teacher III, English Coordinator, Madridejos National High School

<sup>2,3</sup> Secondary School Teacher I, Madridejos National High School

Contact Details: <sup>a</sup>jpsevz96@gmail.com/+639669911410, <sup>b</sup>cheryle.templa@deped.gov.ph/+639291238411,

<sup>c</sup>maria.celetona@deped.gov.ph/ +639484008030

### **ABSTRACT**

The purpose of this study was to investigate the stress levels of senior highschoolers who are working on research proposals in groups and have varying roles. The reason for this is that research proposals are regarded as academic requirements that call for writing ability and aptitude. Thus, the purpose of this study is to ascertain senior highschoolers' levels and sources of stress. Descriptive-quantitative methodology was adopted for this study in order to help meet the goals of the investigation. As a result of Slovin's Formula, 287 senior highschoolers out of 1020 completed the survey that served as samples for this investigation. The study's findings showed that senior highschoolers who were drafting research proposals were under a moderate amount of stress. Leaders scored the highest when it came to stress levels in research proposals.

**Keywords:** Cognitive Activation of Stress, Research Proposal, Senior High schoolers, Stress Level, Writing Problems

### **INTRODUCTION**

Research proposal is a scientific work written by senior highschoolers at the end of their studies. It becomes one of the tasks that senior high school graduates must complete. (Ismail Saifuddin and Wekke, 2018). Kennedy, William, and Asodike (2020) state that "writing academic paper, particularly a research report, is a partial fulfillment that must be met and experienced in any institution" for seniors in high school. Writing an academic paper or research report, however, is one of the assignments that students have found difficult. According to Alsied and Ibrahim (2017), "Writing academically or to report research is not easy because it requires adequate background knowledge, interest, motivation, and hard work" (p.144). Several authors have endorsed this assertion. Kennedy, Williams, and Asodike (2020) discovered that students at Ignatius Ajuru University of Education (IAUE) Port Harcourt experienced mild anxiety and a fear of statistics when writing research reports. This finding is consistent with Ali (2016), who discovered that their graduate students experienced mild anxiety when conducting research in Turkish universities. In addition, Libyan EFL students find it challenging to design a research topic and present their

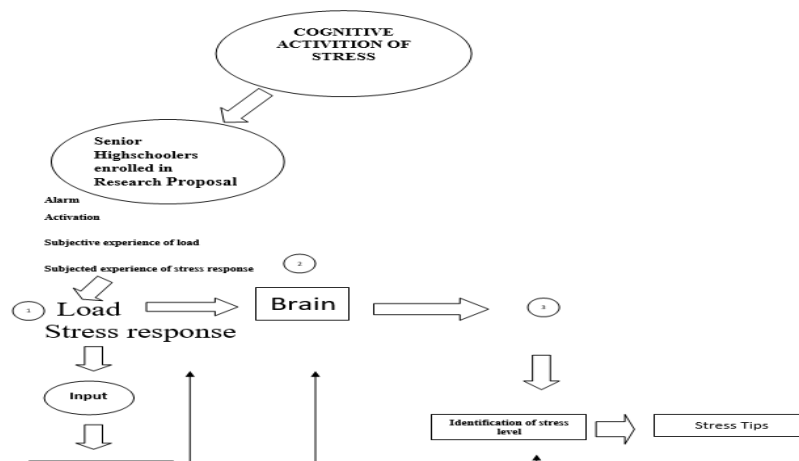
findings. Academic writing presented the most challenge to the students (Alsied & Ibrahim, 2017). Stress is the physical and psychological response to an unbalanced situation. Various students may experience various amounts of stress due to the inherent difficulty in the schoolwork and tests. (Azizah, Aziziah, Chong, Salwani, Norzaidi, & Noraini, 2019: 37).

A frequent component of a wide range of emotions, including worry, anxiety, anger, frustration, fear, sadness, and despair, is stress. Adolescent stress can stem from a variety of factors, including dysfunctional family dynamics, peer pressure, difficulty managing schoolwork, substance misuse, and inadequacy. (Ghatol, 2017:38). Financial and social stress are very closely associated with stress. (Rynjah, Joplin, Pariat, & Kharjana, n.d., 40). Numerous factors contribute to it, such as the stress of tests and exams, a hard course, a foreign educational system, and considering one's post-graduation intentions. (Ahmadi, Ahmadi, Ramli, & Alavi, 2018, 1). As an inevitable aspect of life, stress typically affects a broad spectrum of people, regardless of their age, gender, level of education, or social standing. College students nevertheless experience tension, depression, and anxiety (Kitzrow, 2003; Marthoenis, Meutia, Fathiariana, & Sofyan, 2018). (Sujuno & Altiarika, 2014) Undergraduate students write research proposals as their last academic project. It becomes one of the tasks that candidates for undergraduate degrees must complete. The research findings serve as the foundation for this paper (Saifuddin, Ismail, dan Wekke, 2018). There has never been a study on the stress levels of senior high school students at X National High School when they are drafting research proposals. As a result, the researchers decided to gauge the stress levels of senior high school students involved in research proposal. The purpose of this study is to ascertain the stress level of senior high school students enrolled in X National High School's research proposal during the First Semester of the 2023–2024 School Year. The findings of this study may serve as a guide for teachers and program directors at X National High School for senior high school students seeking to enhance their research advisory services. Specifically, this study sought to answer the following questions: What is the stress level of respondent in writing research proposal during: The Problem; Research Methodology; and Other Requirements? What is the stress level of senior high schoolers enrolled in Research Proposal in terms of: Leader; Assistant Leader and Members? Based on the findings of the study what recommendations can be proposed?

### **Theoretical Background**

This study is based on the Cognitive Activation Theory of Stress (CATS) of Seymour Levine (2004). The word 'stress' is an old English term used to describe the feeling of an unpleasant stimulus or a condition of discomfort or anxiety. There are four stress factors that include stress enhancement, stress experience, stress response, and stress response feedback.

Such four definitions can be calculated separately. It seems to be accepted that if there is something similar to the stimuli that caused stress and stress reactions, it is not their physical properties (Levine & Ursin, 2004). Whether a stimulus is satisfying or upsetting depends on an individual assessment of the situation, which is based on past experience and perceptions of outcomes. In most or all cases, there are some factors that would be considered negative, and some people will be viewed as positive and others as negative. It also depends on the situation and on early learning. The second aspect of stress is stress experience, and there seems to be general agreement that all stimuli are analyzed or processed by the brain, and that mental, emotional loads are the most frequently reported stress stimuli (Levine & Ursin, 2004). Since a specific stimulus, or set of stimuli, is perceived as threatening or negative, it is reported as stress by humans. The third factor is the response to stress. The general response to stress stimuli is a non-specific response to the alarm, resulting in a general increase in alertness and brain arousal and specific responses to the alarm. Activation is called an increment. CATS are therefore a theory of activation or, more precisely, a theory based on the theory of general arousal and activation (Moruzzi & Magoun, 1949; Hobson & Brazier, 1980; Steriade, 1996). Increased excitement manifests itself in many or most organ systems, with variance in strength, reciprocal relationships, and time parameters in individual and situation (Eriksen & Ursin, 2003). The final link in the idea of full stress is the feedback loop from peripheral changes back to the brain, the perception of stress response that contributes to the sensation of stress, the James–Lange principle of psychological theory. Figure 1 shows the stressors that may arise as they undergo a process of research by senior highschoolers. How these stimuli extracted from research are interpreted by their individual brains depends on their experience at high school or on a previous course or subject. These stimuli perceived by their brain will then generate a response that will determine whether or not they have experienced anxiety and provide feedback to researchers on the specific parts of Chapters 1, 2 and 3, they experience the most stress level measured using a survey or questionnaire. Responses to this questionnaire will help researchers to develop or develop measures and strategies that will support them or at least ease the unpleasant feelings or sensations they are experiencing while doing the study.



## RESEARCH METHODOLOGY

### Research Design

A quantitative descriptive research design is employed to determine the stress levels of senior high school students who are assembling research proposals and participating in research subjects. Out of 1020 senior high school students in the population, 287 highschoolers are assembling a research paper and are willing to participate as research respondents. To ensure that every member of the population has an equal chance of being chosen as a study sample, simple random sampling is the sampling approach utilized. The X National High School was the site of the data collecting implementation. In order to gather information about senior high school students' stress levels when creating research proposals and choosing research topics, questionnaires were employed in this study. The process of conducting research involves creating research instruments, sending out questionnaires to participants, presenting findings in the form of articles, and publicizing the findings.

## RESULTS AND DISCUSSION

This study examines the stress level of senior high school students in X National High School in writing research proposal. The results of this study are presented in the following table:

**Table 1.** This table represents the Demographic Profile of the respondents.

Status in the Group	F	%
Leader	30	10.45
Assistant Leader	30	10.45
Member	227	79.10
<b>Total</b>	<b>287</b>	<b>100</b>

There are total of 287 senior highschoolers that is chosen as respondents. It consists of 30 groups and 30 students (10.45) of them are leaders and 30 (10.45) which of them are assistant leaders and 227 (79.10) students are all members.

The role function is defined as "the total set of performance responsibilities associated with ones employment" (p.325) by Murphy and Jackson (1999). According to Stewart and Sims (1998), a role is a group of related, goal-directed behaviors that an individual adopts in a particular team scenario. It has been acknowledged that team roles are essential to the efficient completion of tasks and social team activities (Chiocchio, 2015). Team roles are "a critical part of effective teaming," according to Mathieu and colleagues (2015), and they will be crucial to the success of work teams in the future (p. 7). But there are three things to note. Firstly, roles are generally understudied. Secondly, research on them is conducted from the viewpoint of an all-encompassing team. Lastly, roles have not, as far as we know, been specifically examined from the viewpoint of academic research project teams. We think that examining team roles can help us gain more insight into the subject of the efficacy of academic research project teams.

**Table 2.1.** This table represents the stress level of General Respondents in making The Problem.

n=287

<b>Indicators</b>	<b>Weighted Average Mean</b>	<b>Interpretation</b>
Establishing the research gap.	3.6	Moderately Stressful
Drafting a comprehensive schematic diagram.	3.6	Moderately Stressful
Crafting the research problem and specific question.	3.5	Moderately Stressful
<b>Total Weighted Average Mean</b>	<b>3.57</b>	<b>Moderately Stressful</b>

As shown in Table 2.1, in Chapter I-The Problem, all respondents has the same weighted average mean of 3.57 which is described as having Moderately stressful. Overall, the general respondents are moderately stressful in making the Chapter I: The Problem.

This study is corroborated by Slamet's study (in Primaldita, 2012), which notes that a prevalent issue encountered by students in the research is the quantity of students lacking writing abilities, their insufficient academic proficiency, and their disinterest in conducting research. The requirement for autonomous learning throughout the research settlement phase—as opposed to group lectures—is another factor that stresses out students during the research process. Ifdil & Taufic, 2013).

**Table 2.2** This table represents the level of stress of General respondents in making the Research Methodology, n=287

<b>Indicators</b>	<b>Weighted Average Mean</b>	<b>Interpretation</b>
Choosing an appropriate research design.	3.6	Moderately Stressful
Choosing the appropriate respondents.	3.4	Moderately Stressful
Selecting sampling techniques.	3.4	Moderately Stressful
Crafting the research instrument.	3.4	Moderately Stressful
<b>Total weighted Average Mean</b>	<b>3.5</b>	<b>Moderately Stressful</b>

As shown in Table 2.2 in Research Methodology, all respondents has the highest level of stress in Choosing an appropriate research design there was 3.6 which is described as having Moderately stressful; followed by Crafting the appropriate respondents who got 3.4 which is described as having a Moderately stressful and selecting sampling techniques who got 3.4 which is described as having Moderately stressful while crafting the research instrument who got 3.4 which is also described as having Moderately Stressful. Overall, all of the respondents are moderately stressful as their level of stress in making the Chapter III-Research Methodology.

(Sari & Setiawan, 2018; Somaiya, Faye, Kamath & Kolpakwar, 2015) provide support for this study. The challenges include finding the research method, seeking books or journals, and searching the title. Anxiety can also arise for students during a consultation with the lecturer. These issues might cause students to feel tense, stressed, and sometimes they even prevent them from finishing the thesis because they are afraid, frustrated, hesitant, or lack confidence.

**Table 2.3** This table represents the level of stress of General respondents in making other research activities. n=287

<b>Indicators</b>	<b>Weighted Average Mean</b>	<b>Interpretation</b>
Preparing for pre-oral defense.	3.7	Highly Stressful
Communication skills during pre-oral defense.	3.3	Moderately Stressful

Attending group meetings and discussion.	3.4	Moderately Stressful
Commitment and responsibility among the member.	3.1	Moderately Stressful
Seeking for responsibility of the adviser.	3.4	Moderately Stressful
<b>Total Weighted Average Mean</b>	<b>3.38</b>	<b>Moderately Stressful</b>

As shown in Table 2.3 in Other research activities, all respondents has the highest level of stress in Preparing for pre-oral defense who got 3.7 which is described as Highly Stressful; followed by Communication skills during pre-oral defense who got 3.3 which is described as Moderately Stressful and Commitment and responsibility among the member who got 3.1 which is described as Moderately stressful and two of the indicators which are Attending group meetings and discussion and Seeking for responsibility of the adviser got the same weighted average mean of 3.38 which is described as Moderately Stressful. Overall, all of the respondents are moderately stressful as their level of stress in making the other research activities.

The research of (Etika & Hasibuan, 2016; Gunawati et al., 2006; Hariyadi, Anto, & Sari, 2017; Mutakein, 2012; Pasaribu & Syofii, 2016; Rismen, 2015) generally supports this finding. Students typically experience stress when writing research proposals because they lack writing skills, are not academically qualified, are not interested in conducting research, find it difficult to come up with ideas for their projects, have limited funding, feel anxious when approaching their supervisor, don't have enough time to complete their work, manage their time poorly, and generally feel exhausted and lethargic. These obstacles made students feel stressed, anxious, and demotivated, which made them put off doing their research (Etika & Hasibuan, 2016; Mutakein 2012).

**Table 3** This table represents the level of stress of leader, assistant leader and members in Research Proposal.

n=287

Indicators	Weighted Mean As Leader	Weighted Mean as Assist Leader	Weighted Mean as Member	Total Weighted Mean	Rank	Interpretation
Establishing the research gap.	4.2	3.6	3.4	3.7	2.5 <sup>th</sup>	Highly Stressful
Drafting a comprehensive schematic diagram.	4	3.6	3.4	3.7	2.5 <sup>th</sup>	Highly Stressful

Crafting the research problem and specific question.	3.8	3.3	3.5	3.5	3.5 <sup>th</sup>	Moderately Stressful
Choosing an appropriate research design.	3.8	3.7	3.5	3.7	2.5 <sup>th</sup>	Highly Stressful
Choosing the appropriate respondents.	3.5	3.4	3.4	3.4	4.5 <sup>th</sup>	Moderately Stressful
Selecting sampling techniques.	3.6	3.6	3.3	3.5	3.5 <sup>th</sup>	Moderately Stressful
Crafting the research instrument.	4.1	3.3	3.4	3.6	3.5 <sup>th</sup>	Moderately Stressful
Preparing for final defense.	4.2	3.7	3.7	3.9	1 <sup>st</sup>	Highly Stressful
Communication skills during final defense.	4.2	3.5	3.5	3.7	2.5 <sup>th</sup>	Highly Stressful
Attending group Meetings and discussion.	4	3.4	3.3	3.6	3.5 <sup>th</sup>	Moderately Stressful
Commitment and responsibility among the member.	4	3	3.2	3.4	4.5 <sup>th</sup>	Moderately Stressful
Seeking for Responsibility of the adviser.	3.6	3.2	3.1	3.3	5 <sup>th</sup>	Moderately Stressful

As shown in table 3, the indicators that's in the first rank is Preparing for final defense which is described as having Highly Stressful. Followed by three indicators that are in the same rank 2.5 which is described as having Highly Stressful; While four indicators are in the same rank 3.5 which is described as having Moderately Stressful; Two of the indicators are in the same rank 4.5 which is described as having Moderately Stressful and Seeking for Responsibility of the adviser who's in the 5<sup>th</sup> rank which is describes as having Moderately Stressful.

Hurst, Baranik, and Daniel's (2012) study, which used quantitative measures to examine the sources of stress among college students, found eight major categorical themes: academics, relationships, lack of resources, expectations from oneself and others, transition, diversity, and "other," which included stress pertaining to one's career, extracurricular activities, and appearance.



## FINDINGS

In the light of the data gathered, analyzed and interpreted, the following were evident.

1. The students are *moderately stressful* in writing the research proposal.
2. This means that the level of stress of students when grouped according to their role (Leader, Assistant Leader and Member) vary significantly.
3. The students are *highly stressful* in studying research proposal.

## CONCLUSIONS

The study's findings suggest that group leaders are the ones who consistently assume members' responsibilities and bear the brunt of the stress associated with research proposals. Additionally, when preparing the research proposal, students typically experience mild stress and anxiety.

## RECOMMENDATIONS

In the light of the results of the study, the researcher suggests the following recommendations:

1. The students that belong in one group must have a constant communication and checking up on one another in the group.
2. The research adviser must ensure constant and continuous progress on the report.
3. The students must develop time management skills to help reduce the stress of doing research.
4. The institution must take positive steps to reduce student's stress to ensure that they possess good mental health and are able to perform well in their studies.
5. The students must seek out workshops and resources on how to manage stressors such as self-imposed stress.

## REFERENCES

- Ali. (2016). Understanding the concept of job satisfaction, measurements, theories and its significance in the recent organizational environment: A theoretical framework. Services for Science and Education, United Kingdom.
- Etika, N., & Hasibuan, W.F. (2016). DeSkripsi Masalah Mahasiswa Yang Sedang Menyelesaikan Skripsi. *Jurnal KOPASTA*, 3(1), 40-45. Retrieved from <https://www.journal.unrika.acid/index.php/kopastajournal/article/view/265>

- Ghatol, S. (2017). Academic Stress among Higher Secondary School Students: A Review. *International Journal of Advanced Research in Educational & Technology (IJARET)*. 4(1). Retrieved from <http://ijaret.com>
- Gunawati et. al., (2006) Hubungan Antara Efektifitas Komunikasi Mahasiswa-Dosen Pembimbing Utama Skripsi Dengan Stress Dalam Menyusun Skripsi Pada Mahasiswa Program Studi Psikologi Fakultas Kedokteran Universitas D i p o n e g o r o. *Jurnal Psikologi Universitas Diponegoro*, vol.3, no.2, Desember 2006
- Hurst, et. Al. (2018). College student stressors: A review of the qualitative research. Semantic Scholar | AI-Powered Tool. <https://www.semanticscholar.org/paper/College-student-stressors%3A-a-review-of-the-Hurst-Baranik/0b14513901192a7bfc126ae9557fc1bbfee79ae9>
- Kennedy, M., Williams, E., & Asodike, v. (2020). Anxiety in writing research report among graduate students in Ignatius Ajuru University, faculty of education, Rivers State, Nigeria. *Open Journal of social sciences*, 8, 127-140.- References- Scientific research publishing . (n.d.). SCIRP Open Access. [https://www.scirp.org/\(351jmbntvnsjt1aadkozje\)/reference/referenceid=3175643](https://www.scirp.org/(351jmbntvnsjt1aadkozje)/reference/referenceid=3175643)
- Kitzrow, M. (2003) the mental health needs of today's college students challenges and recommendations. *National Association of student personnel administrators*, 41, 167-181.- References- Scientific research publishing. (n.d.). SCIRP Open Access. [https://www.scirp.org/\(S\(i43dyn45teexjx455qlt3d2q\)/references/ReferencesPapers.aspx?ReferenceID=1383090](https://www.scirp.org/(S(i43dyn45teexjx455qlt3d2q)/references/ReferencesPapers.aspx?ReferenceID=1383090)
- Pariat, ML, Rynjah, MA, Joplin, M., & Kharjana, MG (2014). Stress Levels of College Students: Interrelationship Between Stressors And Coping Strategies. *IOSR Journal of Humanities and Social Science*, 19(8), 40-45. <https://doi.org/10.9790/0837-198340406>
- Rafidah, et. al (2019) Stress and academic performance: Empirical evidence from University students. (n.d.). Semantic Scholar | AI-Powered Research Tool. <https://www.semanticscholar.org/paper/Stress-andAcademic-Performance%3A-Empirical-Evidence-Rafidah-Azizah/857b935bf6dc803a371c7fdb15f4dd4c4ae5f675>
- Ramli, N., Alavi, M., Mehrinezhand, S., and Ahmadi, A. (2018) Academic stress and self-regulation among University students in Malaysia: Mediator role of mindfulness. (n.d.). PubMed Central (PMC). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5791030/>
- Sari, D., & Mahardyka, M. 2017. Penerapan Wudhu Sebagai Hydro Therapy Terhadap Tingkat Stres Pada Lansia UPT PSLU Blitar Di Tulungagung. *Journal of Nursing Practice*, 1 (1), 24-32. <https://doi.org/10.30994?jnp.vlil.19>

- Seymour. (2004). Plasticity of the stress response early in life: Mechanisms and significance. PubMed Central (PMC). <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC32003734/>
- Snehlata D. Ghatol. 2017. Academic stress among higher secondary school students: A review, International Journal of advanced research in education & technology Vol. 4, issue, PP38-4. (n.d.). Open Access Peer Reviewed Journals | Science and Education Publishing. <https://www.sciepub.com/reference/296918>
- Sujuno & Altiarika. (2014). Stress levels and physio-psycho-Social responses on undergraduate nursing students undertaking their thesis at Harapan Banagsa Institute of health sciences, Purwokerto: A correlation study. Digital Object Identifier System' <https://doi.org/10.30994/jnp.v2il.39>