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Academic Stress, Time Management, and Well-Being

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ABSTRACT

The effect of stress is understood in many walks of life, including the general population including students. How students perceive academic stress and how they manage their time will not only signify students' performance, but most notably, their well-being as well. The study aims to determine the relationship between academic stress, time management, and well-being among senior high school students. The study surveyed senior high school students to determine their academic stress levels and whether it affects their time management proficiencies and well-being. The study found out that the senior high school students are academically stressed. The students' academic stress levels have a bearing on their time management proficiency and well-being. A student's level of academic stress may stimulate him or her to manage his/her time, more precisely in relation to that particular individual's time planning, time attitude, and time wasters. It was also found out that a high level of academic stress is associated with one's well-being. A high level of academic stress may likewise motivate an individual to have a high level of well-being. It does not alter an individual's outlook in relation to his or her positive emotion, engagement, relationships, meaning, achievement, and happiness. It is then given that the students should not overlook the significance of understanding and managing academic stress.

INTRODUCTION

Academic stress is "a mental distress with respect to some anticipated frustration associated with academic failure or even awareness of the possibility of such failure" (Gupta and Khan, 1987). Such distress can create ripple effects not only to the physiology of the student but also to the student's well-being. If not handled effectively, students may consequently have a breakdown.

Personal and environmental pressures that are being set upon a student's shoulders are some of the causes of academic stress. A survey conducted by the Associated Press/ MTV (2009) found that the school is the most frequently mentioned source of student's stress from ages 13 to 17 years old. In the Philippine setting, Dy *et al.* (2015) found that academic workloads are the top stressors of Filipino college students.

Several studies have been conducted relating to the causes of stress among students, but only a few have given priority to the outcomes, particularly on well-being. Chellamuthu and Kadiravan (2017) and Kaur (2014) asserted that academic stress has a significant relationship with the mental health of high school students. These support the statement that academic stress plays a role in one's well-being. However, most of these studies focus on negative mental health, such as depression and suicidal behavior and only very few have examined positive mental health, such as happiness.

Academic stress is not distant when we talk about time management. It was found that stress levels decreased among students who managed their time well (Misra & McKean, 2000). Similarly, Macan *et al.* (1990) concluded that those who practiced time management behaviors perform better and are more efficient.

Although there has been considerable focus on stress and time management in terms of common life events, there has been relatively little research focusing on academic stress and time management, particularly in terms of its impact on student well-being.

There is an urgent need, particularly for educational institutions, to promote and produce students with a healthy well-being so they can be healthy and productive citizens who can contribute to the development of the country. This simply means that academic institutions are not only intellectual developers but also institutions that offer a holistic approach of training, extending beyond the emotional and psychological aspects of the student. This is where the well-being of an individual comes into play.

As a guidance counselor working in the guidance office in a university, the researcher has heard and catered to senior high school students who are complaining on their well-being due to academic stress. Accordingly, they have a lot of performance tasks, oral reports, assignments, quizzes, and major examinations to complete and deal with. They mentioned that due to these academic demands, they have difficulties in managing their time and, as a result, they feel exhausted, anxious, inefficient, and even depressed. As a matter of fact, eighty percent (80 %) of the students who have academic deficiencies confirmed that academic stress and difficulties in time management are the top reasons of their failing grades.

Faced with these complaints, the researcher has been curious about the academic stress levels experienced by students, taking into consideration their sex. Studies about the experiences and perceptions of stress across sex lines are interesting because findings of studies conducted are somewhat conflicting. Some studies revealed a difference

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between stress level perceptions among men and women, while a few revealed no difference in stress levels according to sex. A number of studies have also revealed contradicting results with regards to the significant difference of time management proficiency and well-being when grouped according to sex.

Thus, the researcher is motivated to pursue a study on academic stress and time management proficiency and their influence on the well-being of the students in the anticipation that educational institutions, in coordination with and assistance of the Guidance Services Center, can create and implement a program that will promote and sustain a healthy well-being among students, despite the presence of academic stress and other academic-related events that cause students to do poorly in school.

LITERATURE REVIEW

The Transactional Model of Stress is a model of psychological processes involved in stress developed by Lazarus and Folkman (1984). The theory viewed stress as a transaction, or commonly understood as a relationship, between individuals and their environment (Lazarus & Folkman, 1986). In this model, stress is perceived as an individual's cognitive interpretation of potentially stressful events. It has been argued that stress is neither an environmental stimulus nor a psychological response, rather it is a relationship between environmental demands and ability to deal with them. Because stress is usually perceived as a transaction between individual and environment, there are two important processes that constitute this transaction, psychological appraisal and coping. The psychological appraisal is viewed as the individual's constant assessment of the situation and the resources available in order to deal with it (Lazarus and Folkman, 1984). However, when individuals encounter a potentially stressful situation, they appraise the amount of potential danger as well as their resources for dealing with the danger. Moreover, individuals experience stress when the perceived threat exceeds perceived available resources for coping. Lazarus (1993) regards coping ability as the individual's cognitive and behavioral efforts to deal with a stressful situation.

According to Lazarus and Folkman (1984), stress is a dynamic process involving individuals and environment. The environment provides the initial stimulus, but the key determinants of stress are the way individuals perceive the environment and how they use the coping resources available to deal with it. This model is appropriate to this study because the dynamic relationship between the student and the academic environment will be understood through identifying the level of academic stress experienced by an individual from a particular environment, which is the school. The stress perception and reaction of the students will be the springboard in determining whether academic stress has an impact to one's time management proficiency and well-being.

Lazarus and DeLongiz (1983) developed two models of life stress: life events and daily hassles. The life event

model maintains that certain life events force an individual to adapt, causing stress. Daily hassles, in their model of life stress, refer to any exasperating and stressful burden people deal with every day which affects their stress levels. The two models pointed out that stress is based on the individual's perception of the stressor. Oxington (2005) elaborated their work and described how different events cause different degrees of stress. He also argued that stress can have sequential durations such as acute and chronic stress. Accordingly, chronic stress includes stress that is not short-term, such as health concerns and financial difficulties. Acute stress, on the other hand, is a result of an urgent threat, such as final examinations and oral reports.

Academic stress, which is the focal point of this study, was defined by a number of researchers who attempted to uncover several variables that may affect such bodily response. Aside from Gupta and Khan, Alsulami *et al.* (2018) defined academic stress as "the body's response to academic-related demands that exceed adaptive capabilities of students". It pervades the life of students and tends to adversely affect their mental and physical health and their ability to perform schoolwork effectively (Felsten & Wilcox, 1992). It can hamper students' potentials as they have to compete at every step of their academic career in this fast-moving world.

The findings of the studies on stress perceptions and gender are somewhat conflicting. Some studies revealed a difference between stress levels perceptions among men and women (Sulaiman *et al.*, 2009; Misra & Castillo, 2004) while a few revealed a non-difference of stress level according to sex (Watson, 2002; Khan, Altaf, and Kausar, 2013). In a study conducted by Misra and Castillo (2004), it was revealed that men and women differ in their perceptions and reactions to stress. Madhyastha, Latha, and Kamath (2014) reveal that female students had more academic performance stress compared to their male counterparts.

Pourrajab *et al.* (2014) reported that stress affects females more, especially in the academic aspects, than their male counterparts. Likewise, Misra and McKean (2000) found that although females had more effective time management compared to males, they also experienced higher academic stress and anxiety. On the contrary, Porwal and Kumar (2003) revealed that senior secondary boys have higher academic stress compared to girls.

Academic stress among students has long been a topic of research study and researchers have recognized different important stressors which include excessive assignments, unhealthy competition among class students, fear of failure in educational achievement and lack of pocket money (Fairbrother & Warn, 2003),

Major sources of academic stress have been investigated and recognized as different important stressors. Bataineh (2013) found that the major sources of students' stressors are fear of failure, academic punishments, academic workloads, and academic performance. Fairbrother and Warn (2003) found that excessive assignments, unhealthy

competition among class students, fear of failure in educational achievement, and lack of pocket money were the stressors of the students. These factors, if not managed well, can hamper students' performance, consequently making them more stressed. Rayle and Chung (2007) concluded that a feeling of study despondency may result to negative consequences such as worthlessness, increased self-consciousness, and further result in lower academic success, reduced abilities to perform up to academic capabilities, and greater academic stress.

Moreover, a study from Australia indicates school-related stress in final-year high school students, with examinations and study outcomes nominated most often, followed by too much to do, worry about future, and the amount to learn from the lessons taught from school (Kouzma & Kennedy, 2004). Nakalema and Ssenyonga (2014) concluded that daily academic hassles were found to be the most stressful while personal problems were reported as less stressful. In addition, Essel and Owusu (2017) in their study elaborated on the different sources of student stress, such as class workloads, grade expectations, study time, examinations, procrastination, and other school failures. Among these stressors, they pointed out that an increased number of class workload is the major cause of stress among students. Brown *et al.* (2006) found school grades were the most frequently reported daily worry among adolescents ages 13-19 years old. Aside from these sources, parental/family and environmental pressures are also mentioned as sources of academic stress (Sun *et al.*, 2015). In their study on sources of stress among college students, Ross, *et al.* (1999) found that daily hassles related to interpersonal relations were the most often reported source of academic stress among college students. Several studies have proved the effects of stress and coping to the time management and well-being of students. Greenberg (2002) reported that stress is a contributing factor in causing numerous emotional and behavioral difficulties of adolescents, including depression, anxiety, temper tantrums, feelings of inadequacy or failure, feelings of bitterness, irritability, and impatience. Premalatha (2007) found that poor study habits were highly associated with higher stress. In addition, Owoyele and Ojo (2009) found that the amount of stress students experiences and their study habits could influence their academic performance. Centre (2010) uncovered the impact of stress on students in the academic, social, physical, and emotional aspects of the student.

A comprehensive study conducted by Sun *et al.* (2011) about educational stress identified five factors affecting students' academic stress. The first one is 'pressure from study', which refers to the perceived pressure from daily learnings, pressure from parents, peers, and academic competitions. Another factor identified is 'workload'. This refers to the perceived burden of the students in relation to assignments, schoolwork, and examinations. 'Worry on grades' is another factor identified in the study. This refers to the stressful emotions due to dissatisfaction with the academic grades. Another factor is 'self-expectation',

which refers to the stressful feelings experienced by the students when the established self-expectation isn't met. Lastly, the factor 'despondency' refers to the students' feeling of dissatisfaction and lack of confidence and concentration in academic study. These factors were used in this study as the tool in identifying students' appraisal on the level of their academic stress experienced from the academic environment.

Factors under time management are explained by the Cognitive Model of Time Management of Bruce Britton and Shawn Glynne (1989). They formulated a model which proposed three factors that are essential to maximize intellectual productivity: time planning, time attitudes, and the time wasters. Time planning refers to the ability to set out and organize tasks either on a short range of time (within a day or a week) or on a longer time horizon (in a quarter or in a year). Time attitudes is the orientation of an individual towards time management. The proponents believe that positive time attitudes indicate a good orientation of time management by utilizing time constructively and maintaining agency over how time will be spent. Time wasters are other factors that can influence time management because they are the leading cause of poor time utilization habits and inefficiency.

Stephen Covey (1998) proposes another model to explain how time management works. The theory shows the importance of prioritization by examining each task in terms of urgency and importance. In his book 'The Seven Habits of Highly Effective People' (1998), he recognizes a person's roles and needs such as family, work, community, time for self, recreation and other activities. He then formulated his time management model and he based it on the assumption that one should manage time around what is important and what is urgent. In his model, he uses four boxes to convey the two categories of time management, namely the urgency axis and the importance axis.

Covey calls Quadrant 1 (urgent and important goals) as the quadrant of necessity. These are the things that one must get done. Quadrant 2 (not urgent but important) is the quadrant of opportunity. Here, a categorization of important activities will be observed because these things do not require urgency. In Quadrant 3, the quadrant of deception, are those things that are not important but are urgent. In this quadrant, one may get deceived by the urgency of a particular task. Quadrant 4, the quadrant of waste is the home of activities that are neither important nor urgent (Covey, 1998). Through prioritization of the importance and urgency of the tasks, an efficient time management can be achieved and will result to productivity and efficiency.

Time management is actually a form of life management. Controlling one's life means controlling your time and controlling time means controlling the events in life (Kottler & Chen 2011). This will help students to keep track of their achievements and will make them thrive to do more as they get to know their capabilities. In order to afford this, several time management components shall

be put into consideration: choosing goals and sub-goals, prioritizing the goals, generating the tasks and sub-tasks from the goals, prioritizing the tasks, listing the tasks on a “to-do-list”, scheduling the tasks, and then carrying out the tasks (Britton & Tesser, 1991).

Studies investigating the differences in time management among genders have been conducted by a number of researchers. Khanam *et al.* (2017) found that medical students in India possessed moderate levels of time management score having a slight difference between male and female respondents. Omolola (2010) in his study concluded that both male and female undergraduates are affected by time management. Conflicting to this finding is the result from the study of Misra and McKean (2000), wherein it was indicated that females reported significantly higher results in all factors of time management behaviors. Similarly, results from Covic *et al.* (2003) showed females scored significantly higher in one factor, specifically time planning.

The implication of poor time management and utilization has been identified and even helped in the formulation of tools that can assess time management proficiency. Khanam *et al.* (2017) found that 43 % of the students spend more time with personal grooming, than doing college work while 22.8 % often continue unprofitable activities in their studies. Denlinger (2009) emphasized that majority of the students do not plan well the tasks given in their academic studies. Fakude (2012) similarly indicated that most students are affected by external factors as compared to internal locus of control with regards to time control and management on student’s academic performance on the basis of their gender.

Empirical findings suggest that positive time management practices are associated with self-evaluations of academic performance. Macan *et al.* (1990) found that students who feel that they have control of their time experience fewer physical tensions in their work than others. He also found that there is a significant relationship between time management scores and demographic variables such as age and gender. Khanam *et al.* (2017) conducted a study on time management among the medical students one of the universities in India and found a slight difference between the time management scores of male and female students. It was also found that respondents who obtained higher grades also had a high mean score on general time management. Similarly, Alshaya *et al.* (2017) also found that students with higher time management proficiency have better academic performance.

A number of studies have been conducted about time management in relation to stress and well-being. Eldeeb and Eldosoky (2016) found that there is a very close relationship between stress and time management. It was concluded that time management is considered as a tool for reducing and preventing stress. Moreover, a significant positive correlation was found between self-efficacy and time perspective (Zebardast *et al.*, 2011). This means that individuals with a higher level of self-efficacy have more positive time perspectives.

Time is an important and limited resource, and the way people utilize it has dramatic consequences for their well-being and performance (Bonniwell & Osin, 2015). Just as with money, people can be seen as wealthy and poor with regard to time. In a study conducted by Kasser and Sheldon (2009) on time affluence, they proposed that businesses should consider the possibility of time affluence as an alternative model for improving employee well-being and ethical business practices. Time affluence, or the feeling that one has enough time, is considered to be a significant predictor of happiness, possibly through allowing one to engage in the experiential activities that facilitate personal growth, relations with others, and community involvement. On the other hand, time poverty can significantly reduce well-being levels through problems such as cognitive overload and feelings of pressure, which can ultimately affect one’s wellness (Brown & Ryan, 2003).

As for well-being, it is expounded by the PERMA Model, which is anchored on the well-being theory of Dr. Seligman. The theory proposes five indicators of well-being: positive emotions, engagement, relationships, meaning, and achievement. These indicators are independently supported predictors of flourishing – the optimal level of well-being (Seligman, 2011).

Positive emotions are the good things that we feel, such as happiness, hope, and joy (Fredrickson 2001; Seligman, 2011). Research suggests that positive emotions are a key indicator of well-being (Fredrickson *et al.*, 2008). For instance, Rana and Nandinee (2016) in their study entitled “Profile of Adolescents Positive Emotions: An Indicator of their Psychological Well-being”, they found that positive emotions played as an indicator of the psychological well-being of the adolescent students irrespective of their gender. Optimistic students are more determined in their academic endeavors.

Engagement is the act of becoming highly absorbed, interested, or focused on life activities (Csikszentmihalyi, 1988). This experience requires full usage of one’s skills, strengths, and attention for a challenging task. Relating to the goal of this study, engagement will speak about the student’s commitment and persistence to their academic demands. Rich, LePine, and Crawford (2010) conducted a study about engagement and performance and highlighted its strong relationship.

Another fundamental to well-being is relationships. According to Seligman, the experiences that contribute to well-being are often amplified through relationships. Connections and belongingness can give life purpose and meaning (Diener and Seligman, 2004). Research provides data that relationships with friends are positively associated with self-esteem and well-being (Bagwell *et al.*, 2005). Furthermore, college students who socialize more frequently and have stronger romantic and social relationships tend to be happier than students without these relationships (Diener and Seligman, 2004).

Meaning refers to having a sense of purpose derived from something viewed as larger than the self (Seligman,

2011). Seligman believed that people pursue meaning because it makes life worth living and gives them a sense of fulfillment. Meaning can be derived from different societal institutions such as religion, family, science, politics, work organizations, community, social causes, and other groups.

The fifth indicator of a healthy well-being is achievement. Seligman (2011) described achievement as a persistent or determined drive to master or accomplish something for one's own sake. People achieve goals simply for the satisfaction that they get from such an accomplishment. Pietarinen, Soini, and Pyhalto (2014), in their study, found that a student's academic achievements affect overall well-being

Happiness acts as a filler among the five major aforementioned indicators. Butler and Kern (2015), in their measure overview of the PERMA Profiler, indicates that measuring happiness is essential in assessing well-being because it provides additional and relevant basis concerning the well-being of an individual. Happiness is believed to be the ultimate and important goal in life (Compton, 2005). Essentially, other human goals are valued because they give rise to happiness. This indicates that happiness is one of the constructs of well-being (Seligman, 2011). Botor (2019) in his study entitled Hope Predicts Happiness with Life, Personal Well-being, and Resilience Among Selected School-going Filipino Adolescents uncovered that Filipino Adolescents showed moderate to high levels of happiness, hope, and overall personal well-being.

A healthy well-being is considered to be crucial to student success. Ramos (2007) uncovered that students who have a high level of psychological well-being demonstrate eagerness to learn and, consequently, engage in behaviors geared towards the gaining of knowledge. Moreover, Tamara and Japaridze (2012) revealed that students who have a medium to high level of well-being also have a high index of purpose of life and personal growth on the scale.

The PERMA Model has been adjusted by Dr. Margarete Kern and her colleagues (2015) to be developmentally appropriate so that it can be applied to the youth. The resulting model consists of five different positive characteristics that together support higher levels of well-being: engagement, perseverance, optimism, connectedness, and happiness.

Their definition of engagement, similar to the PERMA Model, is the capacity to become absorbed in and focused on what one is doing, as well as the involvement and interest in life activities and tasks. Perseverance is the ability to pursue one's goals to completion, even in the face of obstacles. Optimism is characterized by hopefulness and confidence about the future, a tendency to take a favorable view of things, and an explanatory style marked by evaluating negative events as temporary, external, and specific to situations. Connectedness is the sense that one has a satisfying relationship with others includes friendship, camaraderie, and support. Happiness is conceptualized

as the steady state of positive joyous moods and feeling content with one's life rather than momentary emotions (Kern, Benson, Steinberg, and Steinberg, 2015).

Few studies have considered the aforementioned characteristics as predictors of positive adult outcomes. A study of Chan, Ou, and Reynolds (2014) with racial minority youth found that civic engagement in at-risk youth has been related to higher life satisfaction, greater educational attainment, and lower rates of arrest in young adulthood. Across four studies, individuals high in perseverance were more likely to graduate from school, stay in their jobs, and remain married (Eskreis-Winkler, Shulman, Beal, and Duckworth, 2014). Optimism has been related to greater satisfaction with life, more effective coping strategies, fewer symptoms of depression and psychological distress, better physical health, longer life, lower rates of cardiovascular disease, and better social relationships (Carver, Scheier, and Segerstrom, 2010). Across a 15-year period, adolescent social connectedness predicted greater adult well-being (Olsson, McGee, Nada-Raja, and Williams, 2013). Adolescent happiness related to better self-rated health and fewer risky behaviors in young adulthood, independently from depressive symptoms (Hoyt, Chase-Lansdale, McDade, and Adam, 2012). Conflicting results have also been found in studies about finding the relationship of well-being to academic stress. Ofori *et al.* (2018) indicate in their study the significant impact of academic stress to psychological well-being and interpersonal relationships among students. They found that low levels of academic stress increase the development of psychological well-being. Conflicting to this finding is the ones of Subramani and Kadiravan (2017), who note that academic stress and well-being of students positively correlate with one another.

MATERIALS AND METHODS

In order to gather the data needed, three sets of questionnaires were utilized as tools. First is the Educational Stress Scale for Adolescence by Michael Dunne and Jiandong Sun, to determine the respondent's level of academic stress. Second is the Time Management Questionnaire by Dr. Sema Alay and Dr. Mehmet Kocak, to find out the time management proficiency. The last one is the PERMA Profiler by Dr. Margaret Kern and Julie Butler to identify the well-being profile of the respondents. These research tools were used upon the approval of the authors.

Mathematical Expressions and Symbols

To get the total number of respondents from the list of the total number of senior high school students, Slovin's formula was used:

$$n = \frac{N}{1 + Ne^2}$$

In determining the profile of respondents in terms of sex, the frequency count was utilized.

To determine the respondents' profile in terms of sex and the profile of the level of academic stress, time

management proficiency, and mental well-being of the senior high school students, the weighted mean formula was used:

$$\text{Weighted Mean} = \frac{\sum fx}{N}$$

After getting the average weighted mean of the academic stress, time management proficiency, and well-being responses, the researcher interpreted the respondents' level of academic stress, time management proficiency, and well-being.

To determine the significant difference between the sex profile of the respondents and the profile of the students' academic stress, time management proficiency, and well-

being, the T-test formula was used:

$$t = \frac{(\bar{x}_1 - \bar{x}_2)}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

To determine the relationship between academic stress, time management proficiency, and well-being of the respondents, the Chi-square was used:

$$\chi^2 = \sum \left[\frac{(fo - fe)^2}{fe} \right]$$

RESULTS AND DISCUSSION

The factor Pressure from Study got an overall weighted mean of 3.67 with a qualitative description of high level.

Table 1: Respondents' Level of Academic Stress

Sex	Factors					Total Weighted Mean (Per Sex)	Qualitative Description
	Pressure from Study	Workload	Worry About Grades	Self-expectation	Study Despondency		
Male	3.57	3.77	3.83	3.68	3.52	3.67	High
Female	3.76	3.97	4.00	4.09	3.57	3.88	High
Total Weighted Mean (Per Factor)	3.67	3.87	3.92	3.89	3.55	3.78	High

4.21 – 5.00 : Very High Level 3.41 – 4.20 : High Level 2.61 – 3.40 : Moderate Level 1.81 – 2.60 : Low Level, 1.00 – 1.80 : Very Low Level

This result shows that students are highly pressured with the daily learnings imparted from school. They are worried in catching up with their lessons, performance tasks, and other academic requirements. They are also pressured by the expectations brought by their parents and relatives. They are anxious of their academic performance and are stressed by the academic competition with their classmates and peers. This goes to show that in relating pressure from study, students are not only pressured solely by the school demands, but by his or her environment as well. Pressure from study does not only cover the demands from the school, but included as well are the academic expectations from the family and the community. Similar findings were reported from the studies of Sun, Deb, and Strodl (2015), Kouzma and Kennedy (2004), and Essel and Owusu (2017).

As for the academic stress factor Workload, it got a total weighted mean of 3.87. This shows that both sexes got a qualitative description of high level. This reflects that students perceived more burden towards their school tasks, such as homework, daily quizzes, oral and written reports, major examinations, and performance tasks. They are more anxious about the number of workload and other school tasks required for completion. They are also worried with the level of difficulty of their examinations and performance tasks. A great number of school tasks and the unavailability of resources will make them more academically stressed. With this finding, students do really need ample time for the completion of these academic workloads. The study conducted by Essel supports this finding and and Owusu (2017), wherein it

pointed out that an increased number of class workload stresses up students in a sense that when students have to do more than they can handle, they get frustrated and are unable to focus and think straight.

For the factor Worry About Grades, as with the other factors, students got a qualitative description of high level, having a total weighted mean of 3.92. This shows that both sexes manifest a higher level of stressful emotions due to dissatisfaction with their grades. They are pressured in striving for a higher grade and feel troubled when given a grade which they think they don't deserve. Essel and Owusu (2017) purported that once this happens, students start to think a lot about what they didn't do, where they went wrong, and this weighs them down, making them become stressed. This goes to show that students do really devote themselves in earning higher grades and exert their effort on passing their subjects. This result is associated with the study of Brown *et al.* (2006) wherein it was found that school grades were frequently reported among early adolescent students as their daily worry at school.

For the factor Self-expectation, both sexes garnered a qualitative description of high level. This shows that students feel more stressed when their self-expectations are not met. They are concerned with their accomplishments and expect more about their academic performance. False hopes and unrealistic and failed expectations about their academic goals causes them to stress in a way that when they can't accept the unmet anticipation of their academic goals, it triggers them to think harshly about themselves and eventually causes them to overthink and

instigate anxieties. This could lead them to be stressed (Essel & Owusu, 2017). This result suggests that students manifest self-imposed expectations that can be positively viewed as a driving factor in doing well at school. With these self-expectations, students are motivated to strive hard in achieving their goals. However, when these expectations aren't met, this could add to the burden and stress they experienced in their academic life. This result is supported by the findings of Kouzma and Kennedy (2004), who concluded that self-imposed expectations and the need to perform well are some of the causes of stress among senior high school students.

Lastly, the factor Study Despondency got a total weighted mean of 3.55 with a description of high level. This shows that students feel dissatisfaction of their academic performance, lack self-confidence, and experience low concentration in their academic studies. They tend to feel aloof with the academic demands imposed by the school

and feel hopeless in catching up such school demands. From the researcher's point of view, such feeling of hopelessness can be associated to the other factors of academic stress such as the number of workload, the personal and environmental pressures, and self-imposed expectations. A feeling of despondency contributed to the academic stress of the students, leaving them feeling burdened and out of control. They feel bombarded by these academic demands, consequently making them feel incapable, helpless and stressed. This result is associated to the findings of Rayle and Chung (2007) who concluded that study despondency may result to negative consequences such as worthlessness and increased self-consciousness and further result in lower academic success, reduced abilities to perform up to academic capabilities, and greater academic stress.

Under the factor Time Planning, female respondents got a weighted mean of 2.83 and males got 2.64. Both

Table 2: Respondents' Time Management Proficiency

Sex	Factors			Total Weighted Mean (Per Sex)	Qualitative Description
	Time Planning	Time Attitudes	Time Wasting		
Male	2.64	3.02	2.54	2.72	Fair
Female	2.83	3.08	2.43	2.82	Fair
Total Weighted Mean (Per Factor)	2.74	3.05	2.49	2.76	Fair

4.21 – 5.00 : Excellent 3.41 – 4.20 : Good 2.61 – 3.40 : Fair 1.81 – 2.60 : Poor 1.00 – 1.80 : Very Poor

sexes garnered a qualitative description of fair time management. This means that both sexes fairly organize their time and think over everything in terms of a relatively wide time range. They plan fairly on how to manage their time using short-term and long-term planning methods to achieve their goals. This result proves that the students' moderately resort to an effective way of time management by organizing their tasks and arranging the things that need to be done. This shows that even when they are bombarded with school demands, they fairly exert effort to complete such academic requirements by ensuring that they are able to allocate time for the tasks at hand. The same result was found by a study conducted by Khanam *et al.* (2017), where it was found that students, both males and females, possessed moderate levels of time management score, having a slight difference of the mean scores.

Both sexes under the factor Time Attitude reported a fair time management proficiency. This shows that students moderately possess a positive attitude towards planning, controlling, and utilization of their personal time. It also indicates that they are responsible in their time utilization and that they regulate their time on a fair basis even when they are exposed to academic stress. The result reflects that both sexes possess a moderate sense of accountability and control in time management. This result is contradictory to that of Misra and McKean (2000) where they found that female respondents have more positive outlook with regards to time management.

Under the Time-Wasting factor, the respondents of the study have a fair rating, with male respondents' weighted mean of 2.54 and female respondents mean score of 2.43. This result shows that students have moderate levels of time wasters in their time utilization.

According to Alay and Kocak (2003), "time wasters are anything that prevents students from achieving their school objectives effectively". This connotes that students are struggling to balance their time usage, most specially when they are being exposed to time wasters, such as the unhealthy allocation of time for personal grooming, unprofitable routines or activities, vices, and other ineffective time consumptions. From the researcher's perspective, time wasters hinder students in using their time effectively in a way that they tend to disregard the urgency of the things that need to be done and consequently make delays, or worse, neglect the tasks at hand. This result is supported by that of Denlinger (2009) and Khanam *et al.* (2017) who also pointed out that most of the students continue doing unprofitable activities in their studies and are being distracted by other external factors.

Under the factor Positive Emotion, the respondents got a qualitative description of moderately high, with female respondents mean score of 7.64 and 7.55 for males. This shows that students somehow elicit feelings of content and joy in their everyday lives. They are optimistic and determined and are hopeful with their aspirations.

Table 3: Respondents' Level of Well-being

Sex	Factors						Total Weighted Mean (Per Sex)	Qualitative Description
	Positive Emotion	Engagement	Relationships	Meaning	Achievement	Happiness		
Male	7.55	7.90	7.22	7.50	7.35	7.40	7.49	Moderately High
Female	7.64	8.04	7.77	7.64	7.56	7.92	7.66	Moderately High
Total Weighted Mean (Per Factor)	7.60	7.97	7.50	7.57	7.45	7.66	7.58	Moderately High

10.11 – 11.01: *Extremely High*; 8.29 – 10.10: *Very High*; 7.38 – 8.28: *Moderately High*; 6.47 – 7.37: *Slightly High*; 5.56 – 6.46: *Neither Low nor High*; 4.65 – 5.55: *Slightly Low*; 3.74 – 4.64: *Moderately Low*; 1.92 – 3.73: *Very Low*; 1 – 1.91: *Extremely Low*

The result proves that students, even when faced with academic adversities, still find hope and joy as they strive for the fulfillment of their school goals. Such positive emotions, when cultivated among students, will intensify their ability to manage time and academic stress in a way that they will be able to reframe their situation into a more hopeful and positive scenario. Rana and Nandinee (2016) noted in their study that positive emotions played as an indicator of the psychological well-being of the adolescents irrespective of their gender.

Under the factor Engagement, it shows that both sexes got a description of moderately high. This indicates that male and female students are absorbed, interested, and involved in any activity of their lives. This result shows that students are moderately engaged with the academic demands they face. This proves that both sexes possess a feeling of commitment and accountability to the tasks that they are doing. From the researcher's perspective, engagement is important among students because it serves as an indicator whether students are exerting the best of their efforts in facing school tasks and demands. With this, it displays that students are engaged and committed their academic lives. Rich, LePine, and Crawford (2010) show similar findings and highlighted the strong relationship between engagement and performance.

As for the factor Relationships, students got a total weighted mean of 7.50, with a qualitative description of moderately high. This shows that students are satisfied with their relationships and that they acknowledge it as healthy and dynamic. They felt a sense of connection and belongingness to their support and social groups. They socialize with their peers and classmates and elicit feelings of happiness with their company. The result emphasizes how students value their relationships and how it matters to their academic life. Relationships are important resources among students in a way that they uplift and

inspire students to strive more in school. Diener and Seligman (2004) similarly note that connections and belongingness can give life purpose and meaning.

Under the factor Meaning, students got a 7.57 weighted mean with a qualitative description of moderately high. This shows that the students are more defined with regards to their purpose and direction in life. They have a higher sense that life does really matter. They believed that life is valuable and worth living or connecting to something greater than their personal life, such as a personally meaningful goal. This proves that even in the midst of school worries and burdens, students still find meaning in what they are doing. Referring to Seligman's Theory of Well-being (2011), meaning for students can be derived from activities that extend beyond their academic goals such as civic work, volunteerism, reciprocity, cooperation, and involvement in the community.

For the factor Achievement, the respondents reported a moderately high level rating. This shows that students are persistent and determined to master or accomplish something for their own sake. They are strong-minded in attaining and completing their academic and career goals. This finding shows that the students find satisfaction with their academic achievements. Similar results have been obtained in the study of Pietarinen, Soini, and Pyhalto (2014), where it was found that student's academic achievements affect their overall well-being.

Lastly, under the factor Happiness, the same with other indicators, students got a description of moderately high, with a total weighted mean of 7.66. This result shows that they are generally content and happy with their life. This proves that students are satisfied in their life condition even when bombarded with adversities, most notably, academic stress. Botor (2019), in his study of selected school-going Filipino adolescents, similarly uncovered that Filipino adolescent reported moderate to high levels

Table 4: Difference in Levels of Academic Stress According to Sex

Group	Mean $\pm$ SD	Computed T-VALUE	P-VALUE	Decision on H_0	Interpretation
Male	3.36 $\pm$ 1.03	-5.861	0.000	Reject H_{01}	Significant
Female	3.67 $\pm$ 1.09				

of happiness, hope, and overall personal well-being. As for the significant difference between academic stress when grouped according to sex. The computed t-value is -5.861 while the p-value is 0.000 which is less than 0.05, this implies that there is a significant difference of the academic stress levels when grouped according to sex. This means to say that the academic stress levels perceived by the female respondents varies to the ones of the males. As shown, female respondents have higher mean scores compared to male respondents. This result is supported by the study of Dhull and Kumari (2015) entitled “Academic

Stress Among Adolescents in Relation to Gender?”. The study similarly revealed that there is a significant difference between academic stress of male and female adolescents. Female subjects were found to be under more academic stress as compared to their male counterparts. For the significant difference between time management when grouped according to sex, this reveals that the computed t-value is 5.341 while the p-value is 0.000, which is less than 0.05. This means that the respondents’ proficiency in time management differs when grouped according to sex. As shown from the table, female

Table 5: Difference in Time Management Proficiency According to Sex

Group	Mean $\pm$ SD	Computed T-VALUE	P-VALUE	Decision on H_0	Interpretation
Male	2.64 $\pm$ 1.20	5.341	0.000	Reject H_{0_1}	Significant

respondents’ time management proficiency differs from the male respondents, considering the mean scores of the two sexes. In a similar study, Al Khatib (2014) concluded that females reported higher time management proficiency compared to their male counterparts. As for the significant difference between well-being when

grouped according to sex, the computed t-value is -4.956 while the p-value is 0.000, which is less than 0.05. For this reason, the null hypothesis is rejected. The result asserts that the respondents’ well-being varies when grouped according to sex. In the study of Chattopadhyay and Graham (2013) on gender and well-being, they assert

Table 6: Difference in Well-Being According to Sex

Group	Mean $\pm$ SD	Computed T-VALUE	P-VALUE	Decision on H_0	Interpretation
Male	7.52 $\pm$ 2.28	-4.956	0.000	Reject H_{0_1}	Significant
Female	7.70 $\pm$ 2.12				

that women have higher levels of well-being than men. They further pointed out that expectations and social norms are mediating factors in shaping gender well-being differences. As for the relationship between two variables, the

students’ level of academic stress and their time management proficiency. Since the p-value (0.000) is less than the significance level (0.05), the null hypothesis is not accepted. Thus, it can be concluded that there is a significant relationship between levels of academic

Table 7: Relationship Between the Levels of Academic Stress and Time Management Proficiency of the Respondents

Variables	Computed CHI-VALUE	P-VALUE	Decision on H_0	Interpretation
Academic Stress	51.73	0.000	Reject H_{0_2}	Significant

stress and time management proficiency. This result shows that the level of academic stress experienced by the respondents has an impact on the way they manage their personal time. The respondents’ perception towards academic stress has a bearing on their time planning, time attitudes, and their time wasters.

From the researcher’s point of view, a student’s level of academic stress may affect his or her time management proficiency in a way that when students experience higher levels of academic stress, they tend to maximize the resources available in their environment and that includes time control and management. When under pressure, they also tend

to be more careful in maximizing their time to somehow attend and complete the required academic demands. This result is congruent to the study of Yoderwise (2011) which found “a very close relationship between stress and time management”. Accordingly, time management is considered as a tool for reducing and preventing stress.

In the relationship between the level of academic stress and the well-being of the respondent, it reveals that there is a significant relationship between the two aforementioned variables. This result is expounded by the p-value of 0.000, which is lesser than the significance level of 0.05. For this reason, the null hypothesis is

Table 8: Relationship Between the Academic Stress Levels and Well-being of the Respondents

Variables	Computed CHI-VALUE	P-VALUE	Decision on H_0	Interpretation
Academic Stress	38.76	0.000	Reject H_{0_2}	Significant

rejected. The result shows that the level of academic stress perceived by the respondents has a connection to their well-being. Specifically, when students' academic stress levels arise, their well-being will similarly ascend. The result indicates that students' well-being may not be easily shaken when exposed to academic stress. They may have a better well-being when exposed to such academic stress in a way that they may feel more aroused in having positive emotions despite the presence of such school stress. They may be more engaged in school demands and more connected with their relationships when they perceive academic stress. They also find meaning in their struggles and are more determined in conquering such academic pressures. When this happens, they feel more satisfaction and happiness in their academic lives. This finding is supported by the study of Subramani and Kadhiravan (2017), who found that academic stress is positively correlated with students' well-being.

CONCLUSION

Utilizing the findings of the study as bases, the researcher concludes that the senior high school students are academically stressed. It was also determined that both sexes reported a fair time management proficiency and a moderately high well-being. It is therefore imperative that academic institutions will do collaborative efforts in educating students about the role of academic stress to students' self-management, particularly on time management and well-being. The students' level of academic stress, time management proficiency, and well-being vary when grouped according to sex. Academic stress levels have a bearing on students' time management proficiency and well-being. Therefore, if the academic stress levels are high, students ought to manage more effectively their time and become more aroused to maintain a healthy well-being. Thus, academic stress, at a certain point, has helped students intensify their time management proficiency and nourish their well-being.

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