

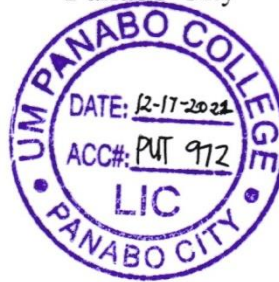
**ACADEMIC STRESS AND EMOTIONAL BEHAVIOR OF STUDENTS
TOWARDS LEARNING AMIDST TO PANDEMIC**

A Thesis

Presented to

The Faculty of UM Panabo College

Panabo City

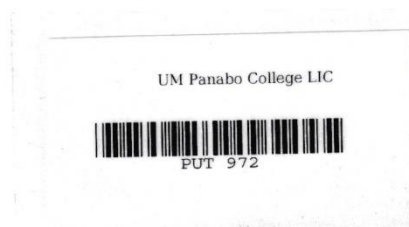


In Partial Fulfilment of the Requirements

For the Course

Educational Research

(EDRES I)



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June 2021

ACCEPTANCE SHEET

This thesis entitled "**ACADEMIC STRESS AND EMOTIONAL BEHAVIOR OF STUDENTS TOWARDS LEARNING AMIDST TO PANDEMIC**" prepared and submitted by **Lora May V. Centinales, Anie Riza S. Lawas, and Rosemarie G. Pastor** in compliance with the requirements in the Research subject under the **Department of Teachers Education, UM Panabo College, Panabo City**, hereby accepted.



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APPROVAL AND ENDORSMENT SHEET

This thesis entitled "**ACADEMIC STRESS AND EMOTIONAL BEHAVIOR OF STUDENTS TOWARDS LEARNING AMIDST TO PANDEMIC**" prepared and submitted by **Lora May V. Centinales, Anie Riza S. Lawas, and Rosemarie G. Pastor** in partial fulfillment of the requirements for the course Educational Research, has been examined and accepted, and hereby endorsed.



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ABSTRACT

The study aimed to establish the relationship between academic stress and the emotional behavior of students towards learning amidst a pandemic.

The independent variable of this study was academic stress, and its indicators were academic overload, interaction with classmates, family pressure, and future perspective. Also, the dependent variable and its indicators were activation, intensity, and duration. The researchers used a quantitative, non-experimental, and correlation design, and the statistical tools were Mean, Standard Deviation, and Person-r. The significant value of 0.000, which is less than 0.05, is related to the result of the computation using the r-value of 0.500. Moreover, there is a significant relationship between academic stress and emotional behavior.

Keywords: Academic Stress, Emotional Behavior

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-The Researchers-

DEDICATION

First and foremost, I thank God for letting me part of this journey and his endless blessings and strength to make this piece of work possible, to my family for their continuous support most especially in financial needs and lastly to my teachers, friends and classmates who genuinely shared their thoughts of encouragement and suggestions.

-Lora-

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-Anie-

I dedicate this study to all future readers for them to understand and broaden their knowledge about academic stress and emotional behavior. It would help them to be observant not only for their self but also for their family, friends and neighbors who has been suffering from academic stress. I would like to express my sincere gratitude to our Almighty God who gives wisdom and strength to continue for this study. For my family for undying support most especially in financial needs. To all my teacher and friends who answered all the question and shared their knowledge. To my co-researchers who spend time and effort from beginning until we accomplish this study.

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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the study

The global spread of the COVID-19 pandemic, including the Philippines, suffered from a massive change in the education system. Many students have difficulty adjusting due to sudden changes in the curriculum from traditional to blended learning curriculum. Unlike before, in a face-to-face class, the teachers can monitor and manage the daily behavior and performance of the students. But now, in blended learning, some students trigger their emotional behavior due to work volume, different class schedules, and poor internet connection. Also, students are worried about the deadly virus, the toxic environment at home, and an uncertain future. It can affect the emotional behavior of students. Moreover, students encountered numerous challenges during this pandemic, which caused the changing of emotion.

In the global context, a recent report of 5,400 people found that 25 percent of those between 18 – 24 years old had suffered emotional changes that led to suicide. COVID-19 had a significant impact on the children, resulting in unhappiness and refusal in their mental and physical health. One of the reasons students suffer from emotional behavior is because of social isolation. They have no friends to talk to about their burdens. A huge adjustment for the students, especially in their habits, which are their school routines. The sudden changes in their mood may be the start of their emotional behavior that leads to mental problems (Ellis, 2020).

In the national context, many Filipino students have suffered from emotional behavior since the online class started. Almost 34 percent of Filipino students are tired of

their lectures thru the internet, while 30 percent feel worried. Most 10 percent feel frustrated, while 8 percent are determined, and 7 percent feel disappointed in online learning. Some 6 percent feel sad, while 5 percent feel happy. The student feelings change because of the academic workload and unstable internet connection that hampers their class participation. Students are concerned not only about their lessons but also about the increased costs of online learning. (Bernardo, 2020)

In the local context, 7.81% of the students at Ateneo de Davao University undergo Academic Probation. Excessive emotions of students that they cannot handle alone are the reason they undergo probation. The intense pressure from the workload can change the emotional behavior of the students, but a lot of it could prompt physical and emotional well-being issues. The heavy demands by the school on students to perform various roles can cause a burden on students (Cuerpo, 2017).

As a whole, all the above mentioned are different types of problems that affect the emotional behavior of students amid a pandemic. Through this study, the researchers will gather information about the students' behavior, especially today, when the students are dealing with changes caused by the pandemic.

Statement of the Problem

This study aimed to determine the relationship between academic stress and emotional behavior of students towards learning amidst to pandemic. More specifically, it sought answers to the following questions:

1. What is the level of academic stress in terms of:
 - 1.1. Academic Overload;
 - 1.2. Interaction with classmates;
 - 1.3. Family Pressure; and
 - 1.4. Future Perspective?
2. What is the level of emotional behavior in terms of:
 - 2.1. Activation;
 - 2.2. Intensity; and
 - 2.3. Duration?
3. Is there a significant relationship between academic stress and emotional behavior of students towards learning amidst to pandemic?

Hypothesis

The null hypothesis was determined in the statement of the problem number 3 and tested at 0.05 level which states there is no significant relationship between academic stress and emotional behavior of students towards learning amidst to pandemic.

Theoretical and Conceptual Framework

The theoretical and conceptual frameworks of the different theories that are supposed to be the conceptual standard of showing the relationship between academic stress and emotional behavior of students towards learning amidst to pandemic.

This study is anchored on the James-Lange theory of close monitoring that academic stress and emotional behavior have a relationship since frustration can change directly in a person's mind that related to the perception of the status that

affect to the behavior, and the emotion is the sensation of the same changes as they occur. The response to a stimulus was cognitive, and the bodily changes that ensued were essentially a reaction to a thought. In this regard, academic stress can affect emotional behavior of the students (Coleman & Snarey, 2011).

Garcia-Ros, Perez-Gonzalez, and Tomas (2018) discussed how academic stress integrates into four factors: academic overload, interaction with classmates, family

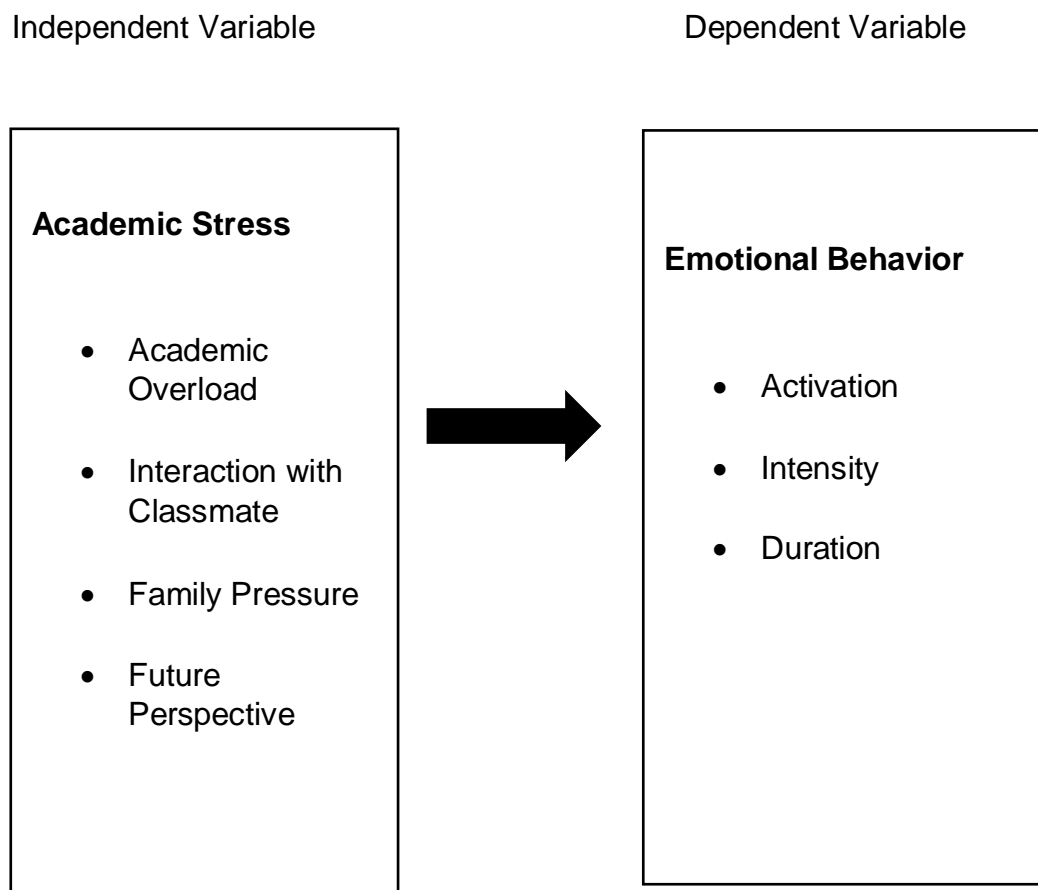


Fig.1. Conceptual Paradigm shows the variables of the study

pressure, and future perspective. Academic stress is a pervasive issue in educational institutions at all levels, and it damaged the student's personal, emotional, and physical well-being, also their learning and performance stages. However, academic stress and mental health are rampant among students. They say that academic stress and mental health are connected and that students are cramped with the scholarly structure. They also stated that parents and schools are one of the reasons why students feel disheartened, and it can cause academic stress and mental health problems because they pressure by the people around them (Subramani & Kadiravan, 2017).

Becerra and Campitelli (2013) presented a concept of emotional behavior that improved the past studies incorporated three dimensions: activation, intensity, and duration. Its purpose is to assess kids' behavior, and it can be suitable for conceptualizing the emotional difficulties of personality disorders and aiming to assess emotional reactivity in adults. It is a measure of both positive and negative emotions. Each of these dimensions contains five questions.

As shown in figure 1, the conceptual model organizes the variables of the study. The independent variable consists of academic stress with four indicators, namely: *Academic overload* refers to students who define their workload as the number of efforts they exert on their studies or in achieving their goals. *Interaction with classmates* played a significant role for students. They become more interactive, which helps their cognitive development through observation. *Family pressure* refers to the impact of parental pressure on students, especially on academic achievement. *Future perspectives* may anticipate and project a future goal, dreams, hopes, and ambitions.

The dependent variable of this study is emotional behavior in three dimensions. The indicators are *activation*, which refers to how people quickly respond.

Intensity is how intense the emotions of an individual are. *Duration* is how long it takes for the person to regain their baseline.

Significance of Study

This study aims to identify the cause and effect of academic stress and emotional behavior of students towards learning amidst to pandemic. This study is valuable and can benefit the following:

School Administrator: This research will assist administrators in determining which specific strategies, techniques, styles, or approaches are appropriate for a student who suffered stress. It may help implement additional assistance in creating conducive schemes to help students improve their learning.

Teacher: This finding will help teachers monitor the stress levels, and it may help to conduct some counseling with their students. It helps them on how they will be going to approach their students that will encourage them to lessen their stress.

Students: This study will provide students the information about academic stress and emotional problems. It may also help them understand the hardships of someone who has been experiencing this kind of stress.

Future Researchers: This study will provide a basis for future researchers to prove or disprove the results of the study.

Definition of Terms

These terms are conceptually and operationally defined to have a better understanding to this study.

Academic stress. It defines as the academic-related reactions, such as those caused by an excessive quantity of schoolwork, high parental expectations, and mental tension in the brain (Wilks, 2008). In this study, it refers to academic overload, interaction with classmates, family pressure, and future perspective.

Emotional behavior. Defined as arousal is a psychological condition characterized by spontaneous changes in feelings rather than by conscious effort, and typically accompanied by physiological changes and experiences of pleasure, sadness, and anger (Hall, 2006). In this study, it refers to activation, intensity, and duration.

Chapter 2

REVIEW OF RELATED LITERATURE

This section of the study presents the related literature gathered by the researchers through reading various articles, papers, books, and internet references that we used to support this study.

Academic stress

Subramani & Kadiravan (2017), Students are plagued by academic stress and mental health issues. They conclude that academic stress and mental health are linked, and that students are frustrated by the framework. They also claimed that one of the reasons why pupils get discouraged is because of their parents and schools. Due to the multiple internal and external expectations placed on students' shoulders, stress has become a component of their academic lives (Reddy, Menom, & Thattil, 2018).

The availability of homework and other academic-related obligations or projects, private school students are more stressed than public school students. Lee and Larson (2000), stress is caused by a combination of environmental stressors, student appraisals, and responses to those stressors. Academic stress and mental health concerns have resulted from being pressured by those around them. Overcrowding in lecture rooms, a semester grading system, and a lack of resources and facilities are only a few of the causes (Awino & Agolla, 2008)

Higher education, as per Bhujade (2017), is a difficult time in students' life for a variety of reasons, including the fact that they do not live with their families, the

burden of the curriculum, and the ineffectiveness of university programs. We are concerned about

depression, anxiety, and academic stress among college students. Each country spends a significant amount of money on education. This document highlights study findings over the last three decades, focusing on stress, anxiety, and depression. It focuses on stressors in college students, the nature of a psychiatric illness, emotional problems and compromises, and the psychological problems college students experience.

Thakkar (2018), schooling can be a crucial element of one's life and a turning point in their academic career. It emphasizes the need of counseling for students who are experiencing emotional challenges, as well as methods that counseling centers can help students by suggesting preventive measures that schools might take, such as the establishment of student counseling facilities. A student health committee should be formed at each college, with mental health specialists as members. A regular lecture and workshop for teachers and students on various themes related to mental health issues and techniques for dealing with them should be held on a regular basis.

Krishnan Lal (2013) stated that students today are confronted with new educational problems that necessitate work on their part. Society places enormous demands on kids to perform numerous duties, many of which are ambiguous, inconsistent, and unrealistic in our current socio-cultural, economic, and bureaucratic circumstances, placing significant stress on students, particularly in high school. Moreover, students are at a transitional stage between childhood and adulthood. The

different problems that occur, such as troubles at school, college, financial, family problems, and problems in their environment, are said to be the source of stress.

Academic stress has become a part of their academic lives as a result of the various internal and external obligations placed on their shoulders. Because they are going through personal and social transitions, adolescents are more vulnerable to the issues associated with academic pressures. As a result, understanding the causes and effects of academic stress is crucial in obtaining enough and efficient alleviation. (Reddy, Menom, and Thattil, 2018).

Academic Overload. Stenger (2018), students who spend too much time on home activities or assignments would experience physical or mental stress the overloading of work, which will impede learning. However, Galloway, Conner, and Pope (2013) states that spending a lot of time on those activities or assignments will have the possibility of feeling stressed due to too much schoolwork. Homework tends to be a stressor in life, and it is showing that some levels of stress are harmful because of negative physical, mental, and behavioral outcomes.

Academic overload is part of feelings of being overjoyed by their requirements or tasks while pursuing a degree at university. Students are suffering from managing the academic workload in school (Bitzer & Troskie-De Bruin, 2004). Insufficient effort can lead to failure (Il-haam, Johann & Kitty, 2011). In addition, Yu, Shi, and Cao (2019) explain that the purpose of this paper is to examine the effects of overload on academic performance, scholastic execution, and the fundamental instrument. Given the stress-strain-result paradigm, we propose that data, correspondence, and social overburdens technology and the depletion of understudies, preventing them from presenting scholarly work. Individuals are under pressure and stress, especially

before exams, sense of workload influence by the fact that they feel overburdened. To factor in the methods of assessment to be used and the deadline for assignments (Nosair & Hamdy, 2017).

Interaction with classmates. Because students naturally interact with each other in the classroom, especially if they have a group report, not only in group reporting but also in every interaction by listening to each comment, asking questions, and so on, interaction with classmates is necessary. Moreover, Roblyer & Ekhaml (2000) state that interaction with classmates impacts the student who is making an effort to get a good grade and making an effort in class gives so much happiness to the student.

Cadenas-Borges and Borges-Del-Rosal (2017) stated that social interaction with classmates is a task for a student to influence early social relationships and create social and personal development. The social behavior developed in adolescence is a critical socialization agent for peer groups but examining the peer-group results of prosocial behavior is scarce (Busching and Krahe, 2020).

Moreover, Mertens, Dekovic, Van Londen, et al. (2020) found that the classroom is essential for developing adolescents. Experiencing with classmates or peers in life can affect their academic, emotional, and social development. There is no denying that having a circle of friends (but not all) creates socialization, especially in the school compound. Having a friend can have a negative and positive impact on life, but there is a reason why they become part of it; to give a lesson, encourage, and value someone special. Some researchers found out that having a peer group or classmates influences adolescent behavior in young learners.

This study aims to examine the impact of interactions with classmates or peers. Interacting with a classmate is used to organizing their thoughts, reflecting on their understanding, and sharing ideas with others (Okita, 2012). To reduce academic stress, students must prefer to have a peer by helping, to find it easier and quicker to learn with their group mates/classmates. They notice that peer helping is the best and most effective strategy to apply to reduce the academic stress of an individual (Bariyyah, 2015).

Family Pressure. Parents want the best for their children, especially in academics, but some parents do not notice that they create high expectations for their children. They did not think that it causes too much pressure on their children. Naumann et al., (2012). Some parents compare their child accomplishments to other children, and this is not a good thing. Children may believe that their efforts and sacrifices are insufficient to make their parents proud of their improvement in their academic performance. However, Akhtar & Aziz (2011) suggested that parents should think about what they are throwing at their children because it leads to anti-social, insecurity, and anxiety that will affect their actions towards their children.

However, Griffith (2016) explains that family pressure occurs when the relationship is imbalanced between the member of the family. If one of them is more powerful, it leads to pressure on the others. However, a hierarchy is inherent between parents and siblings, and it is implicit by adults and fewer senior members of the clan. Parents assign themselves authority based on their status, profession, or length of time in the family. In addition, family pressure is real; some members want to influence the choices of their loved ones. Pressure is only a matter of perception.

Similarly, Sinha (2016) states that securing the future is the obligation of the parents, considering the future and daily needs of the child, but adding pressure on their child can cause a burden from the expectation. Parents want their children to succeed once the child is pressure to do good intentions can go astray. They are going to cheat to get a high score to make their parents proud. Because of high expectations, students can make mistakes and be unable to achieve their goals. In addition, Sinha found out that nowadays, many parents want their students to always excel in class. They always force their students to study even though they want to relax. That is why students want to get high scores to make their parents proud. There is no reason to aim high, but they do not think that pressuring their students for high grades may cause stress and lead to depression. Parents criticize and condemn how it affects performance.

The child may feel frustrated, less competent, and develop an aversion to studies. The behavior might change and can lead to depression and severe anxiety (Srivastava, 2017). Alghamdi and Mohameed (2021), this study aimed to prove the connection between the methods of parental treatment represented in terms of discrimination, control, dominance, fluctuation, overprotection, and treatment methods as perceived by the children and their relationship to the family pressure among students in Dammam. There was a negative association between the strategy of overprotection and the treatment of father and family weight, but no statistically significant relationship between the treatment of mother and family weight.

Courey, Hyndman, Sheasgreen, and McCay (2020), family connections are peer-led schooling, abilities, and assistance programs for the circle of relative participants of individuals with a mere character disorder. Extant literature on family

connections is inconsistent regarding technique and effects, allowing for flexibility for meaningful cross-examine comparison. Regardless of the proof across studies regarding this efficacy, several questions remain not answered.

Srivastava (2017), on the other hand, claims that parental pressure may hinder their academic interest and academic accomplishment at school, which contradicts parental expectations. Parents who insist on a strict, regular and time-consuming study inflict sanctions (which do not have to be corporal) for breaking the rules and continually nag about poor school performance put too much pressure on their children to succeed academically. Learning has thus become a systematic and controlled activity for youngsters.

Future Perspectives. Lens, Paixao, Herrera, and Grobler (2012) state that future perspective is a cognitive-motivational construct. It showed how individual differences in the duration and content of FTP are conceptualized and operationalized as a cause of future goal planning and why these differences have motivational effects. They will examine empirical evidence on the relationship between present and future temporal orientations among adults and adolescents in Europe, South Africa, and Latin America. They argue about how the quality of motivation affects goal content. Presenting the future goals by defining extrinsic motivation, but not all types of extrinsic are low-quality motivation. Their content aims to determine the quality of inspiration.

Hence, Slijper et al. (2016) stated the progress of the student in the first year of education and the different aspects of the study choice of higher professional education. Students focused on the here and now are more likely to continue their studies, people are concerned with the long term and, as a result, the future career is

less likely to do so. Students who are enthusiastic about their future will learn from their experiences. Moreover, the responsibility of the teacher and the department of education is to assist students with what they want soon. It is okay to make mistakes that are a milestone in their future. Sometimes, teachers often help students to realize that they will pursue their careers in life. Messing up is something that we must foster. That is how manifesting yourself works, by doing things that make your life better than in your previous life. Teachers and the department of education have a big responsibility to students. The teacher must be a role model for their students to achieve their goals in life (Slapik, 2017).

Phan, Ngu, and McQueen (2020), a future perspective may anticipate and project a long-term aim, dreams, hopes, and ambitions. From a positive point of view, future view helps focus on a goal, but still, they are motivated and persistent. Per Lin, Justice, Emery, Mashburn, and Pentimonti (2017), this study examined the capacity effects of ongoing participation in teacher-child-managed whole group language and literacy instruction on prekindergarten social interaction with classmates. They feel that teacher-child-led whole-group training allows each kid to engage with their students regularly while also developing their communication abilities. The stronger belief is that participate in ongoing teacher-child-managed whole-group instruction could facilitate stronger social connections among preschool children.

Emotional behavior

Peterson T. (2019) stated that emotional and behavioral disorders are so disturbing that guardians and others often want to know. Also, adults and teenagers

should not be impacted by this disorder since they are too young to deal with such issues and may interfere with their schoolwork.

Likewise, Kavale & Fornes (2000) asserted that young learners encounter the mental, emotional, and behavioral problem that is painful, real, and costly. This problem is called a disorder. These are a common source of stress for students, their families, schools, and the community. 1 out of 5 students, as estimated, may have a mental health disorder that observes by treatment. Moreover, when a child shows negative behavior, some family members may not agree that this behavior may lead to severe problems. Every child possesses emotional concerns, sometimes like adults, like feelings of sadness or loss, and extreme emotions are part of growing up as an individual (Jordan, 1991).

Kim, Baylor, and Shen (2007) conducted a study about the emotional behavior of a person using animation and concentrated on the effect of emotional expression on the affective and cognitive nature of the students. However, Kim et al. (2007) stated that emotional expression, as shown by verbal and facial expressions, voice tone, and head movements, can establish whether or not the student has a problem. Emotion has a positive effect if the student is happy, smiling, and has an attractive posture with eye contact and nodding. Also, emotional is conducting is known as disturbance since it is a kind of emotional disorder that affects teenagers. The influence of happy and negative emotions on children causes by their family, school, and surroundings (Beacon, 2017).

Baumeister and Bushman (2007), a physical reaction completes the subjective prerequisites (e.g., elevated heart rate) and evaluative response to some events. As a result, emotions represent individuals' responses to a stimulus by

judgments about the conditions of the encounter. Researchers use emotionality to define temperamental or dispositional emotional-related attributes that present individual differences in emotional experiences or manifestations. It explained that emotionality is a component of temperament and personality by academics.

Geoffard and Luchini (2010) that fear is the reason for a negative emotion such as grief or frustration connected with a potential unpleasant event. It will give you the sensation of time compression. As a result, time is not given to an individual exogenously, and emotions, which connect events or situations, are a necessary component of the experience of time. In contrast to the predictions of the classic exponential discounting framework, our theory can explain experimental evidence that people choose to execute painful behaviors before pleasure ones. Moreover, this indicates a negative time preference, in which people value the far future more than the immediate future. One explanation for this predilection is that anticipation can be both enjoyable and painful in the present (Elster & Loewenstein, 1992).

Activation. Davidson (1998, 2015) stated that activated is the ease of an emotional response. Arousal levels increase to peak amplitude plus the threshold required for an emotional reaction to elicit. This study is all about the understanding of emotion regulation in the process model of emotion regulation. Gross (2008, 2014, 2015a, b) characterized emotion regulation as a set of processes that can alter the dynamics, duration, and speed of emotion activation, as well as the behavior, experience, and physiology that goes along with it.

Gross (2008), regulation can reduce, increase, or promote positive or negative emotions. The more a person feels depressed, the less they become active. They dislike many things. Sometimes, they avoid opportunities in life. They

are losing interest in all activities, and the more they are not activated to participate. Fewer opportunities happen in their lives. To cope with those interests, they must think and set goals in life to do well, and when the activities make them feel good, they pursue them more and give direction in life (Tull, 2020).

Gross (2008) characterized emotion regulation as a set of processes that alter the dynamics, length, and pace of emotional activation, as well as the actions, experiences, and physiology that accompany it. Correspondingly, control may cause positive or negative emotions to decrease, escalate, or persist. He also differentiates between antecedent-focused and response-focused controlled, demonstrating that antecedent-focused strategies are more efficient and adaptive than response-focused strategies.

Izard (1993), the current emotion theory focuses on cognitive methods concerning appraisal, attribution, and construal because of the sole meaning of eliciting emotions. It generally influences individual differences, and the significant role of the emotion-activating system operates under several constraints. It presented four types of emotion-activating, three involved noncognitive information processing. In addition, the system viewed easily organized hierarchical arrangements with neural systems that show the quickest at the bottom of cognitive systems.

Furthermore, following Lane, Chua, and Dolan (1999), activation patterns are related to emotional changes concerning the supply of attentional resources. The emotions and attention of males had overstated sensitivity to visual cues as measure brain activity while viewing a sentimental picture. It was activated on its own by emotional valence, arousal, and the extrastriate visual cortex and anterior temporal

areas have been examining. However, Mourao-Miranda, Volchan, Moll, Souza, Oliveira, Bramati, Gattass, and Pessoa (2003) asserted that visual activation leads to emotional perception and affects the stimuli. Emotions pictures can lead to greater activation of the mind than s neutral ones, while deferential activation is due to stimulus valence.

Emotional words activate activation, Maddock, Garrett, and Buonocore (2003). They found out that emotional stimuli activate the posterior cingulate cortex, which appears to have memory-related functions. It reveals that words are active by the posterior cingulate cortex of an individual, wherein the emotion is activated using unpleasant and pleasant words rather than neutral words. Thayer (1978), activation has multidimensional feelings. It defined activation as extending from intense emotion and healthy activity to calmness and sleep, while multidimensional emotions appear as individual emotions. The activation dimension scope subjectively explains the passion of energy and vigor to the other feelings of sleepiness and tiredness. Activation is associated with a dimension that underlies gross physical activity and aspects of cognition.

However, modern emotion theory emphasizes cognitive processes (appraisal, attribution, and construal) as the primary mechanism of evoking feelings. The current concept divides emotion-activating systems into four categories, each of which involves noncognitive information processing. The systems can be considered as a loosely organized hierarchical arrangement from an evolutionary-developmental standpoint, with neural systems at the bottom and cognitive systems at the top, with neural systems being the simplest and fastest. Emotion-activating pathways are hampering by several causes, including genetically determined individual differences. (Izard, 1993).

Thinking, decision-making, activities, social connections, and well-being were all affected by an emotion. Several behavioral neuroscientists and academics believe that physical and mental health are linked. However, there is no commonly agreed definition of emotion, and the data presented implies that it cannot be classified as a single idea. The word emotion, on the other hand, has heuristic connotations. They have a strong feeling of command, capacity, and execution. Scholars and analysts are diverse in their interests. The author's main purpose in writing this article is to educate examiners, understudies, and other people who are interested in emotion research. (Izard, 2010).

Intensity. Bachorowski and Braaten (1994), emotional intensity concerns what the students are experiencing. One hundred four undergraduates completed the Emotional Intensity Scale twice. This emotional intensity indicates internal power reliability and temporal stability. The peak amplitude of arousal reached, that is, the intensity of an emotional response (Davidson 1998, 2015).

Gross (2016), individuals have a passionate ability to manage their emotions. This study showed that emotional intensity is the nucleus character that strongly determines how individuals express their feelings, the experience of both positive and negative emotions physically sensibly from others. Brehm (1999) stated that emotion is a motivational state with the function of adapting to situational conditions, and the intensity of emotion is a nonmonotonic function of deterrence to the emotion.

Brans and Verduyn (2014), intensity and duration are the central characteristics of an emotional response. Emotional intensity is the most significant assessment, even though appraisals and management mechanisms predict emotion length. They are moderately correlated. The emotional intensity of gifted students is

one of the aspects to handle, teaching the child how to manage their intense emotions such as anger, happiness, and sadness. A child's aid to cope with strange feelings provides resources for parents and teachers to understand why gifted children are so extreme in their behavior (Fonseca, 2015).

By Seppala (2017), the intensity of emotions might be the reason why people feel exhausted. It distinguishes emotions into two dimensions: positive/negative emotions and high/low intense, which means positive emotions like elated or serene, negative emotions like angry or sad, and highest emotional intensity like thrilled or angry, and low intensity like sadness. In addition, high-intensity positive emotions can also be a levy because they feel elated and euphoric than low-intensity ones.

On the other hand, Diener, Sandvik, and Larsen (1985) explained that intensity is related to age and sex in 432 Ss from adopting and nonadopting biological families. It reported that younger males and females had greater average levels of both positive and negative affect over time, and older males and females had decreased their emotional intensity. However, the emotional ferocity of students creates memories from divergent categories that are different in valence, such as positive vs. negative, and such as high vs. low, and they refer to the emotions that account for significant variance in autobiographical memory. The intensity was a consistent predictor of memory properties than valence (Talarico, LaBar, Rubin, 2004).

Furthermore, Dongmei, Liman, & Yiheng, (2018) stated that intensity depends on emotional valence. They examined emotionally it has a lot of power, it revealed that there were perceived unfavorable incidents more than positive events in the low-intensity condition. In addition, the impact of valence and intensity on text

comprehension and memorization. They asked about the effect of emotional content, including valence and the intense level of the comprehensive situation. The emotional moderate-intensity generally perpetuates a better understanding of both positive and negative text (Megalakaki, Ballenghein & Baccino, 2019).

Zijie Ma and Jason C Travers (2021), the need for adhering to intercession techniques (i.e., devotion) is frequently understood by instruction and associated professionals, even though it is less prevalent with conceptions of concentrated intercession. Experts may administer a mediation correctly in a few instances but with insufficient concentration. It will result in a mediation failing to produce the desired benefit, which leads to understudy dissatisfaction, misplaced assets, and teacher burnout. Understudies with extreme introversion range clutter (ASD) frequently benefit from awful compassion, which consisted of high opportunities to respond. This article depicts a straightforward method for modifying mediation escalated for understudies with ASD using a three-step procedure that includes acknowledging when to change concentration. In addition, three techniques for changing concentration. Additional considerations are display for analyzing understudy reactions to make data-driven decisions.

Emotionally intense people have strong emotional attachments to people, places, and things, and they can show compassion, empathy, and sensitivity in relationships. They may identify with or absorb the emotions of others, and they may become overwhelmed by what they see and experience in social circumstances. Existential depression and anguish over the meaninglessness of existence, death, and loneliness affect many people. Emotionally intense people are frequently intensely aware of their interior environment, which can express as continuous internal dialogue, compulsive thought patterns, or even self-judgment. Physical

responses such as migraine headaches, nausea, or skin allergies are indicators of emotional intensity (Verified therapist, 2016).

Duration. The time needed for arousal levels to return to baseline, or the duration an emotional response last (Davidson, 1998, 2015). The duration of emotions ranges from seconds to hours or longer. There are three classes of determinants of emotion duration. First, emotion-eliciting event (event duration and event appraisal), second, the emotion itself (nature of the emotion component, nature of the feelings, and emotion intensity), and lastly, the emotion-experiencing person (dispositions and emotional regulatory actions). The evidence is considered the psychological and neural mechanisms that underlie their effects (Verduyn, Delaveau, Rotgé, and Van Mechelen 2015). Several recent research on emotion duration has established a link between assessment and emotion length.

However, Verduyn et al. (2009) found the importance of positively related to the emotion duration. It showed that these negative emotions get the side effect, especially when the eliciting event and the consequence are inconsistent with goals, values, and self-aspiration, which creates inconsistency (Verduyn P, Van Mechelen I, Tuerlinckx F, & Scherer KR, 2013).

Affatigato (2020), this is one of the rigorous experiences of someone being overwhelmed by emotion. Most of that is anger, fear, jealousy, and sadness. I wanted them to surpass those things as soon as possible to make their feelings better, for each emotion they experience has a life span and purpose in our life. In the theoretical work of Frijda, they notice that a person has so many different types of emotions, like anger, happiness, sadness, and fear, and sometimes it will take minutes, seconds, or a long

period before they disappear. If we observe, the duration of our emotions will depend on how we deal with the situations (Verduyn et al., 2015).

Verduyn, Mechelen, and Tuerlinkx (2011), the time of an emotional experience can last only a couple of seconds, or it may take up to several hours or even a day. The episodes daily ask the participants to tell us the duration of their emotions like anger, sadness, joy, and gratitude for two days. The analyses exposed the related cognitions with the same valence, and the sentiment was associated with prolongation. The intonation in the expression of emotion in three experiments investigated the role of duration. The actor portrays seven emotions, and they are acoustically analyzed. It demonstrated that both factors were sufficient to express by copying the pitch and time of the original utterances to a monotonous one.

Codispoti, Mazzetti, and Bradley (2009) that the length of exposure to effective pictures from 25-6000 ms can show the amount of exposure. However, It assumed that curiosity instead of uncertainty prolongs the duration of emotional experience via attention. In this case, the assumption is based on the knowledge gap theory, which proposes that curiosity increases with uncertainty and curiosity decrease at a particular level of ambiguity, the relationships between uncertainty and curiosity, attention and duration in positive and negative emotional experiences. Furthermore, the prolonged emotional experiences only elicited and consecutively prolonged attention to the emotion-eliciting event (Kaneko, Ozaki & Horike, 2018).

Ekman (1984) In the argument over mood vs. emotion, mood differs from emotions in its length and, presumably, the brain circuitry that guides and sustains each of these affective states. While no one knows how long a state lasts, most people who research the differences between mood and emotion conclude that moods last longer. However,



when we talk about the emotion of people that last a long time (hours), we're probably referring to a collection of recurrent emotional episodes during that period, rather than feeling a constant and consistent mood. Moods might endure for hours, if not days, and are tough to overcome.

Chapter 3

METHOD

This chapter presents the research design, research subject, research instrument, data gathering process, and statistical treatment of data.

RESEARCH DESIGN

This study determined the relationship between academic stress and emotional behavior of students towards learning amidst to pandemic. The researchers used the quantitative non-experimental correlation research design method. Quantitative non-experimental correlation research design method describes the basic tenets. It bound a range of methods concerned with the systematic investigation of social phenomena using statistical or numerical data. The concepts of dependent and independent variables are addressed and, therefore, the concept of measurement and its related issues. It describes the connection between academic stress and emotional behavior for students who have been pursuing their education amidst the pandemic. It explains how difficult it is for pupils to handle education during a pandemic, and how this can affect their mental health and emotional behavior (Watson, 2015).

RESEARCH SUBJECT

The research subjects of this study were the students who have been experiencing the hardships of studying during the pandemic. This study was conducted at the UM Panabo College, particularly the second-year BEED students. The researchers utilized total enumeration in getting the research subject or respondents. The target respondents were 30 students enrolled. The respondents

were the students with enough learning experiences and have gone through various transitions and adjustments in learning. Thus, the respondents have experienced the new learning system's in amidst of pandemic.

RESEARCH INSTRUMENTS

The research instrument used in data gathering was a standardized questionnaire that consists of 18 items for academic stress. Garcia-Ros, Perez-Gonzalez, & Tomas (2018), five items for the indicator: academic overload and interaction with a classmate, and four items for the indicator: family pressure and future perspective. The dependent variable, emotional behavior by Becerra and Campitelli (2013), has 30 items: 10 items for the indicators of activation, intensity, and duration. The panel members validate questionnaires.

To determine the level of academic stress among students towards learning in amidst of pandemic, the following scale was used:

Range of Means	Description	Interpretation
4.21 – 5.00	Very High	The academic stress of the students amidst pandemic is highly evident.
3.41 – 4.20	High	The academic stress of the students amidst pandemic is evident.
2.61 – 3.40	Moderate	The academic stress of the students amidst pandemic is moderately evident.
1.81 – 2.60	Low	The academic stress of the students amidst pandemic is rarely evident.

1.00 – 1.80 Very Low The academic stress of the students amidst pandemic is not evident.

To determine the level of emotional behavior in three dimensions among students towards learning in amidst of pandemic, the following scale was used:

Range of Means	Description	Interpretation
4.21 – 5.00	Very High	The emotional behavior of the students amidst pandemic is highly evident.
3.41 – 4.20	High	The emotional behavior of the students amidst pandemic is evident.
2.61 – 3.40	Moderate	The emotional behavior of the students amidst pandemic is moderately evident.
1.81 – 2.60	Low	The emotional behavior of the students amidst pandemic is rarely evident.

1.00 – 1.80	Very Low	The emotional behavior of the students amidst pandemic is not evident.
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Data-Gathering Procedure

In collecting the data, the following steps were used:

Letter of validation request. The questionnaire was submitted to the validators for further remarks and suggestions.

An approval letter from the adviser. A letter of approval to conduct the study was constructed by the researchers of the University of Mindanao Panabo College and will be given to the adviser.

Ask permission from the department head to conduct the study- A letter of request will be written and will be sent to the Department Head of the University of Mindanao Panabo College to allow the researchers to distribute questionnaires to the respondents.

Administration of questionnaires to the respondents. Questionnaires will be distributed by the researchers to the 2nd year BEED students.

Retrieval of questionnaires. After the distribution of questionnaires, the data was collected, tallied, and subjected to statistical interpretation performed by the researcher.

Statistical Tools

The gathered data is analyzed and interpreted using appropriate statistical treatments as follows:

Mean. This was used to measure the level of Pedagogical Approach of academic stress on the emotional behavior of students at the University of Mindanao Panabo College by the BEED 2ND year college students.

Pearson-r. This was used to determine the relationship between the variables. Pedagogical Approach of academic stress on emotional behavior among BEED 2ND Year College at the University of Mindanao Panabo College.

Ethical Consideration

In this study, the danger posed to humans is minimal, which incorporates disrupting class hours and minor psychological distress due to self-assessment. Ethics in doing a survey is considered by the researchers, such as obtaining data and information must respect the respondent's behavior and answers. To safeguard the respondents' basic rights, the right to self-determination was observed by providing complete information about the study before securing an informed concept to participate in the study. In addition, proper safekeeping of the documents was implemented to respect the participant's right to confidentiality.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The researchers present the data acquired in this chapter, which includes the results of the statistical analysis the interpretive conclusions. The implications of the table were then discussed, substantiating the analytical debate of the table's content and interpretation. The table below presents the following arrangement of the research problems regarding academic stress and emotional behavior.

Level of Academic Stress of Students towards Learning amidst Pandemic

Show in table 1 The results of student academic stress toward learning amidst to pandemic were given, with a grand mean of 3.21 and a descriptive equivalent of moderate. Future perspective got the highest overall mean of 3.93. Academic overload got an overall mean of 3.67. Both future perspective and academic overload have the highest overall mean of 3.67. interpreted that students are evident in the academic stress amid a pandemic. Interaction with classmates got an overall mean of 2.67, interpreted that students are moderately evident in academic stress amid a pandemic, and family pressure got the lowest overall mean of 2.58, interpreted that students are rarely evident in academic stress amid a pandemic.

Thakkar (2018), excessive levels of academic stress may cause psychological and physical problems that affect academic results. Stress hurts students' social, emotional, and academic success. The most academic stressors for students are tests, grades, sudden activities, and internet connections that damage their focus and cause anxiety. Furthermore, academic stress is a severe concern for students' mental health that has been a topic of discussion among educators and legislators.

Table 1

Level of Academic Stress

Academic Overload	Mean	Descriptive Equivalent
1. Lack of time to fulfill all the activities we are ask to do.	3.13	Moderate
2. The task of studying (e.g., meeting established schedules, level of effort)	3.90	High
3. Too much responsibility to fulfill the obligations.	3.43	High
4. Keeping up with the academic activities and task.	4.03	High
5. Making leisure time and academic work compatible.	3.87	High
OVERALL MEAN	3.67	High
Interaction with Classmate		
1. Competitiveness among classmates.	2.80	Moderate
2. Working with classmates on task in class.	3.70	High
3. Problems or conflicts with classmates.	1.67	Very Low
4. Intervening in class (e.g., asking question, participating in debates.)	3.33	Moderate
5. The fact that the classmates think that they not a good student.	1.83	Low
OVERALL MEAN	2.67	Moderate
Family Pressure		
1. Family pressure to obtain good grades.	2.63	Moderate
2. Family discussion and conflicts caused by the studies.	2.33	Low
3. Teachers' pressure about the work and behavior.	2.57	Low
4. The fact that parents are always on top on us (e.g., whether students do the homework and activities, their grades, ...)	2.77	Moderate
OVERALL MEAN	2.58	Low
Future Perspective		
1. Future academic and professional perspective.	4.20	High
2. Choosing subjects in the coming courses.	3.63	High
3. Getting or keeping a grant to study.	4.03	High
4. Finishing studies in the stipulated time periods.	3.87	High
OVERALL MEAN	3.93	High
Grand Mean	3.21	Moderate

stress is a severe concern for students' mental health that has been a topic of discussion among educators and legislators.

The first indicator, which is **Academic Overload**, got an overall mean of 3.67 with a descriptive equivalent of high. All the items have a high descriptive equivalent. Item no. 4: *Keeping up with academic activities and the tasks* got a mean of 4.03. Item no. 2: *The task of studying (e.g., meeting established schedules, level of effort)* got a mean of 3.90. Item no. 5: *Making leisure time and academic work compatible* got the mean of 3.87. Item no. 3: *Too much responsibility to fulfill the obligations* got the mean of 3.43. This implies that academic overload is evident in students.

Wilson (2017) affirmed that academic overload is one of the struggles that students face. Students may feel overloaded in completing their tasks since they have lots on their minds that end up stressing them. Academic overload can have an impact on students' ability to sleep and focus on class. They become uttered because their activities coincide, and they are confused about what to do because of the amount of work.

The second indicator, which is **interaction with classmates**, got an overall mean of 2.67 with the descriptive equivalent of moderate. All the items have different descriptive equivalents. Item no. 2: *Working with classmates on the task in the class* got a mean of 3.70 with the descriptive equivalent of high. Item no. 4: *Intervening in class (e.g., asking a question, participating in debates.)* Item no. 1 *competitiveness among classmates* got a mean of 2.80 with the descriptive equivalent of moderate. Item no. 5: *The fact that the classmates think that they not a good student* got a mean of 1.83 with the descriptive equivalent of low. Item no. 3: *The lack of problems or conflicts with classmates* got a mean of 1.67, with the descriptive equivalent of

very low. This implies that interaction with a classmate is moderately evident to students.

Berndt, Perry, and Miller (1998) state that academic tasks were observed to determine the effects of existing social relationships on interaction during cooperative learning as they worked as pairs of friends and pairs of other classmates. The interactional processes of pairs have no significant differences between friends' and classmates' interactions as they measure the content of the conversations of students. However, pairs of friends are more engaged in academic and nonacademic activities.

The third indicator, which is **Family Pressure**, got an overall mean of 2.58 with the descriptive equivalent of low. The two items are moderate and the two are low descriptive equivalents. Item no. 4: *The fact that parents are always on top on us (e.g., whether students do the homework and activities, their grades, ...)* got a mean of 2.77. Item no. 1: *family pressure to obtain good grades* got a mean of 2.63. Item no. 3: *Teachers' pressure about the work and behavior* got a mean of 2.57. Item no. 2: *Family discussion and conflicts caused by the studies* got a mean of 2.33. This implies that family pressure is rarely evident to students.

Moneva and Moncada (2020) state that parental pressure is the preference that parents place on their children to achieve a goal. The result revealed that parents have high expectations of their children in terms of academic outcomes, but they have low attention in which they inconsistently check the grades and performance of the students. However, Sinha (2016) explains that parents want the best for their children. Securing the future of their children is one of the aims of

certain parents. They work hard and earn money so that they can provide for their children's needs but caring too much can lead to stress.

The fourth indicator, which is **Future Perspective**, got an overall mean of 3.93 with the descriptive equivalent of high. All the items have a high descriptive equivalent. Item no. 1: *Future academic and professional perspectives* Item no. 3: *Getting or keeping a grant to study* got a mean of 4.03. Item no. 4: *finishing studies in the stipulated periods* got a mean of 3.87. Item no. 2: *choosing subjects in the coming courses* got a mean of 3.63. It implies that future perspectives are evident to students.

Lewin (1942), individuals experience a personal past, present, and future. People live in the present, but they are also living in the past. From the present, they can look back to the past and take the foundation of past experiences into account, but they can foresee a distant future.

Level of Emotional Behavior of Students towards Learning amidst Pandemic

Show in table 2 presented the level of emotional behavior of students towards learning amidst the pandemic, with a grand mean of 3.40 and the descriptive equivalent of moderate. The first indicator, which indicates activation, got an overall mean of 3.50 with the descriptive equivalent of high. All the items have a different descriptive equivalent. Item no. 4 *Students feel good about positive things in an instant* got the mean of 4.30. Item no. 5 *Students react to good news very quickly* got the mean of 4.20. Item no. 1. *I tend to get happy very easily*, got the mean of 3.97. Item no. 2 *The emotions go automatically from neutral to positive*, and item no. 3. *Students tend to get enthusiastic about things very quickly* got the mean of 3.83.

Item no. 7. *Students tend to get disappointed very easily* got the mean of 3.10. item no. 9 *The emotions go from neutral to negative very quickly* got the mean of 3.07. Item no. 6. *Students tend to get upset very easily*, and item no. 8. *Students tend to get frustrated very easily* got the mean of 2.93. Item no. 10. *Students tend to get pessimistic about negative things very quickly* got the mean of 2.87. It implies that activation is evident by students.

Table 2

Level of Emotional Behavior

Activation	Mean	Descriptive Equivalent
1. Students tend to get happy very easily	3.97	High
2. The emotions go automatically from neutral to positive	3.83	High
3. Students tend to get enthusiastic about things very quickly	3.83	High
4. Students feel good about positive things in an instant	4.30	Very High
5. Students react to good news very quickly	4.20	High
6. Students tend to get upset very easily	2.93	Moderate
7. Students tend to get disappointed very easily	3.10	Moderate
8. Students tend to get frustrated very easily	2.93	Moderate
9. The emotions go from neutral to negative very quickly	3.07	Moderate
10. Students tend to get pessimistic about negative things very quickly	2.87	Moderate
OVERALL MEAN	3.50	High
Intensity		
1. Students think that experience happiness more intensely than my friends	3.33	Moderate
2. When it joyful, students tend to feel it very deeply	3.83	High
3. Students experience positive moods very strongly	3.90	High
4. When enthusiastic about something students feel it very powerfully	3.70	High
5. Students experience positive feelings more deeply than my relatives and friends	3.43	High
6. If students upset, they feel it more intensely than everyone else	2.87	Moderate
7. Students experience the feeling of frustration very deeply	2.60	Low
8. Normally, when the students unhappy they feel it very strongly	2.90	Moderate
9. When students angry they feel it very powerfully	2.83	Moderate
10. The negative feelings feel very intensely	2.80	Moderate
OVERALL MEAN	3.22	Moderate
Duration		
1. When student happy, the feeling stay with them for quite a while	3.77	High
2. When students feeling positive, they can stay like that for good part of the day	4.03	High
3. Students can remain enthusiastic for quite a while	3.80	High
4. Students stay happy for a while if they receive pleasant news	4.13	High
5. If someone pays them a compliment, it improves the mood for a long	4.13	High
6. When students upset, it takes them quite a while to snap out of it	3.40	Moderate
7. It takes them longer than other people to get over an anger episode	2.93	Moderate
8. It's hard for students to recover from frustration	2.70	Moderate
9. Once in a negative mood, it's hard to snap out of it	2.87	Moderate
10. When annoyed about something, it ruins the entire day	3.10	Moderate
OVERALL MEAN	3.49	High
Grand Mean	3.40	Moderate

Fredslund (2000), any emotion can activate by any instance. Activation theories take into account the arousal and valence properties of emotions. An unexpected increase in stimulation can activate both positive and negative emotions, while a sudden decrease in stimulation can activate only positive emotions. A high level of stimulation can activate negative emotions.

The second indicator is **intensity**, which got an overall mean of 3.22 with the descriptive equivalent of moderate. Most of the items got moderately descriptive equivalent, and some of the items got high descriptive equivalent. Item no. 3. *Students experience positive moods very strongly* got the mean of 3.90. Item no. 2 *When it joyful, students tend to feel it very deeply* got the mean of 3.83. Item no. 4 *When enthusiastic about something students feel it very powerfully* got the mean of 3.70. Item no. 5. *Students experience positive feelings more deeply than my relatives and friends* got the mean of 3.43. Item no. 1. *Students think that experience happiness more intensely than my friends* got the mean of 3.33. Item no. 8 *Normally, when the students unhappy they feel it very strongly* got the mean of 2,90. Item no. 6 *If students upset, they feel it more intensely than everyone else* got the mean of 2.87. Item no. 9 *When students angry they feel it very powerfully* got the mean of 2.83. Item no. 10 *The negative feelings feel very intensely* got the mean of 2.80. Item no. 7 *Students experience the feeling of frustration very deeply* got the mean of 2.60. It implies that intensity is moderately evident by students.

Bachorowski and Braaten (1994) asserted that individuals create a different emotional intensity that has received substantial theoretical and empirical attention. It measures the confound frequency intensity within the response format. The theoretical implication of the correlation obtained positive and negative effects.

The third indicator **duration** got an overall mean of 3.49 with the descriptive equivalent of high. Half of the items got high descriptive equivalent, and the other half got moderate descriptive equivalent. Item no. 4. *Students stay happy for a while if they receive pleasant news* got a mean of 4.13. Item no. 5 *If someone pays them a compliment, it improves the mood for a long* got the mean of 4.13. Item no. 2 *When students feeling positive, they can stay like that for good part of the day* got the mean of 4.03. Item no. 3. *Students can remain enthusiastic for quite a while* got the mean of 3.80. Item no. 1 *When student happy, the feeling stay with them for quite a while* got the mean of 3.77. Item no. 6 *When students upset, it takes them quite a while to snap out of it* got the mean of 3.40. Item no. 10 *When annoyed about something, it ruins the entire day* got the mean of 3.10. Item no. 7 *It takes them longer than other people to get over an anger episode* got the mean of 2.93. Item no. 9 *Once in a negative mood, it's hard to snap out of it* got the mean of 2.87. Item no. 8 *It's hard for students to recover from frustration* got the mean of 2.70. It implies that duration is evident by students.

Verduyn, Delavean, And Rotge (2015) stated that emotions have traditionally been thought to be transitory emotions that last only a few seconds or minutes at most. However, recent empirical research and pioneering theoretical work by Frijda have revealed that the duration of emotions is highly diverse, ranging from a few seconds to many hours or even longer. It proves that it takes time for a person to regain their baseline.

Significant Relationship Between Academic Stress and Emotional Behavior of Students towards Learning Amidst to Pandemic

Table 3 depicts the significant relationship between academic stress and emotional behavior among students with corresponding interpretations.

Table 3

Significant Relationship between Academic Stress and Emotional Behavior among Students towards Learning Amidst to Pandemic

Correlation Coefficient

Emotional behavior	
Academic stress	0.500

P-value (0.000) > 0.05

The r-value is 0.500 and is associated with a p-value of 0.000, which is less than 0.05. The null hypothesis is rejected since the P-value is less than 0.05. It means that there is a significant relationship between academic stress and emotional behavior.

This study is anchored on the James-Lange theory of close monitoring that academic stress and emotional behavior have a relationship since frustration can change directly in a person's mind that related to the perception of the status that affect to the behavior, and the emotion is the sensation of the same changes as they occur. The response to a stimulus was cognitive, and the bodily changes that ensued were essentially a reaction to a thought. In this regard, academic stress can affect emotional behavior of the students (Coleman & Snarey, 2011).

Becerra et al. (2013) distinguish emotional responses from moods that are broad and inclined toward cognitive. Emotional reactivity may be a multifaceted phenomenon that results in changes in subjective areas of experience, behavior, and central and peripheral physiology. It is a set of pre-survival states that prepare humans for their actions, allowing them to discriminate between good and bad stimuli.

Garcia-Ros et al. (2018) found that academic stress revealed an intense relationship with adolescents' psychological and physical well-being. It's a broad range of elements in students on the way to handling stressors in academics. The results showed it is important to consider a multidimensional perspective in the evaluation and intervention. A variety of factors and sources are found in the school context.

Chapter 5

SUMMARY, CONCLUSION AND RECOMMENDATION

The summary of findings, conclusions, and recommendations drawn by the researchers from the outcomes are presented in this chapter. The main goal of this study was to find the academic stress and emotional behavior of students towards learning amidst to pandemic.

Summary of Findings

Based on the result formulated from the data collected, the researchers found out the following:

1. The academic stress among 2nd year BEED students of UM Panabo College has an overall mean of 3.21 interpreted as moderately evident.
2. The emotional behavior among 2nd year BEED students of UM Panabo College has an overall mean of 3.40 interpreted as moderately evident.
3. The computed r-value of academic stress and emotional behavior is 0.500 with p-value of 0.05 which is less than 0.05. It implies that null hypothesis is rejected.

Conclusion

The following conclusions are drawn based on the findings of the study:

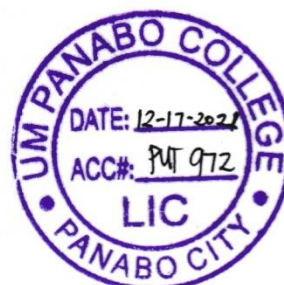
1. The level of academic stress among 2nd year BEED students of UM Panabo College is moderate
2. The level of emotional behavior among 2nd year BEED students of UM Panabo College is moderate.

3. There is a significant relationship between academic stress and emotional behavior of students towards learning amidst to pandemic.

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Recommendations

1. The researcher recommends that students must plan or set time management for their activities. It is valuable to organize the things to do for the day to keep the schedule in line. Helping each other respond and resolve problems with peers is a crucial component of learning.
2. The researcher recommends students take a break or do something they enjoy to calm their minds. In a few minutes, back to their studies and concentrate on them. Practice stress management breathing to avoid frustration, and before acting out of anger, pause, breath, and repeat until you feel calm.
3. Future researchers will need to grow and enlarge their sample size, broaden their reach, experiment with different methods, and reduce their restrictions to develop more accurate and broader points of view and articulate more concise and universal conclusions.



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Appendix A
Letter of Permission to Conduct the Study

February 19, 2021

DR. CELSO L. TAGADIAD
School Director
UM Panabo College
Panabo City

Dear Sir:

The undersigned are third year BEED students, who are currently conducting a research study entitled "**Academic Stress and Emotional Behavior of Students Towards Learning Amidst to Pandemic**" as one of the requirements of the course EED RES 2.

In this connection, we would like to ask your good office to allow us to conduct the study to the second year BEED students of UM Panabo College. Rest assured that the data gathered will remain absolutely confidential.

We hope to your positive response on this humble matter. Your approval to conduct this study will be greatly appreciated.

Respectfully yours,



LORA MAY V. CENTINALES


ANIE RIZA S. LAWAS


ROSEMARIE G. PASTOR

Researchers

Note by:


MARIESSA LAUREL, Ed.
Research Adviser

Appendix B-1
Validation letter

February 19, 2021

AMELIE L. CHICO, DM, FRIM
Research Coordinator
UM Panabo College
Panabo City

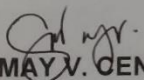
Ma'am:


You are one of the chosen expert evaluators of our questionnaire on "**Academic Stress and Emotional Behavior of Students Towards Learning Amidst to Pandemic**" in UM Panabo College.


It would be appreciated very much if you can share your expertise by rating its content. It would be of great help for the undersigned if you can write your comments, suggestions and recommendations that will improve the above mentioned questionnaires.

Thank you very much for your kind cooperation and valuable contribution to this request.

Sincerely yours,



LORA MAY V. CENTINALES


ANIE RIZA S. LAWAS


ROSEMARIE G. PASTOR

Researchers

Note by:


MARIESEL LAUREL, Ed.D
Research Adviser

Appendix B-2
Validation letter

February 19, 2021

Dr. JEANILYN E. TACADENA
Program Head
UM Panabo College
Panabo City



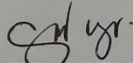
Ma'am:

You are one of the chosen expert evaluators of our questionnaire on "**Academic Stress and Emotional Behavior of Students Towards Learning Amidst to Pandemic**" in UM Panabo College.

It would be appreciated very much if you can share your expertise by rating its content. It would be of great help for the undersigned if you can write your comments, suggestions and recommendations that will improve the above mentioned questionnaires.

Thank you very much for your kind cooperation and valuable contribution to this request.

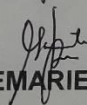
Sincerely yours,



LORA MAY V. CENTINALES



ANIE RIZA S. LAWAS



ROSEMARIE G. PASTOR

Researchers


Note by:



MARIESEL LAUREL, Ed.D
Research Adviser

Appendix C-2

Questionnaire Validation Sheet


 The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [] Branch QUESTIONNAIRE VALIDATION SHEET
---	--

Title of Research: Academic Stress and Emotional Behavior of Students learning Amidst to
 Proponents : Eniron J. (2018) and Becera et al (2019) / Pandemic

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent 2 – Fair
 4 – Very Good 1 – Poor
 3 – Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	/				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.	/				
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.		/			
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	/				
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.		/			
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.	/				
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	/				


 AMELIE L. CHANCO, DM, FRIM

Signature Above Printed Name

Appendix C-3

Questionnaire Validation Sheet


 The University of Mindanao	RESEARCH AND PUBLICATION CENTER [] Main [x] Branch <u>Pandabo</u> QUESTIONNAIRE VALIDATION SHEET
---	---

Title of Research: Academic Stress and Emotional Behavior of Students
 Proponents: Enrillon, J. (2018) and Becerra et al (2008) / Towards Learning Admistr to Pandemic

To the Evaluator: Please check the appropriate box for your ratings.

Point Equivalent: 5 – Excellent 2 – Fair
 4 – Very Good 1 – Poor
 3 – Good

	5	4	3	2	1
1. CLARITY OF DIRECTION AND ITEMS The vocabulary level, language structure and conceptual level of the questions suit the level of respondents. The test directions and items are written in clear and understandable manner.	✓				
2. PRESENTATION/ORGANIZATION OF ITEMS The items are presented and organized in logical manner.	✓				
3. SUITABILITY OF ITEMS The items appropriately represent the substance of the research. The questions are designed to determine the conditions, knowledge, perceptions and attitude that are supposed to be measured.	✓				
4. ADEQUATENESS OF ITEMS PER CATEGORY The items represent the coverage of the research adequately. The number of questions per area category is representative enough of all the questions needed for the research.	✓				
5. ATTAINMENT OF PURPOSE The instrument as a whole fulfills the objectives for which it was constructed.		✓			
6. OBJECTIVITY Each item questions require only one specific answer or measures only one behavior and no aspect of the questionnaire suggest bias on the part of the researcher.		✓			
7. SCALE AND EVALUATION RATINGS SYSTEM The scale adapted is appropriate for the items.	✓				


JEANILYN RAMOS, PhD
 Signature Above Printed Name

Appendix D
Survey Questionnaire on
Academic stress and Emotional Behavior of Students towards
Learning Amidst to Pandemic

Adapted by: Environ, J. (2018) and Becerra et al (2013)

Part 1. Profile of the Respondents

Name: (optional) _____

Year level: _____ Date: _____

Instruction: Below are questions that measure Academic Stress and Emotional Behavior of Students. Please put a check that appropriate to your answer using the given scale.

5- always 4- often 3- sometimes 2- rarely 1- never

Part 2. Academic Stress

Academic Overload As a student, I experience, ...	5	4	3	2	1
1. Lack of time to fulfill all the activities we are ask to do.					
2. The task of studying (e.g., meeting established schedules, level of effort)					
3. Too much responsibility to fulfill my obligations.					
4. Keeping up with the academic activities and task.					
5. Making leisure time and academic work compatible.					
Interaction with Classmate As a student, I experience, ...					
1. Competitiveness among classmates.					
2. Working with classmates on task in class.					
3. Problems or conflicts with classmates.					
4. Intervening in class (e.g., asking question, participating in debates.)					

5. The fact that my classmates think I'm not a good student.					
Family Pressure As a student, I experience, ...					
1. Family pressure to obtain good grades.					
2. Family discussion and conflicts caused by my studies.					
3. Teachers' pressure about my work and behavior.					
4. The fact that my parents are always on top on me (e.g., whether I do my homework and activities, my grades, ...)					
Future Perspective As a student, I experience, ...					
1. Future academic and professional perspective.					
2. Choosing subjects in the coming courses.					
3. Getting or keeping a grant to study.					
4. Finishing studies in the stipulated time periods.					

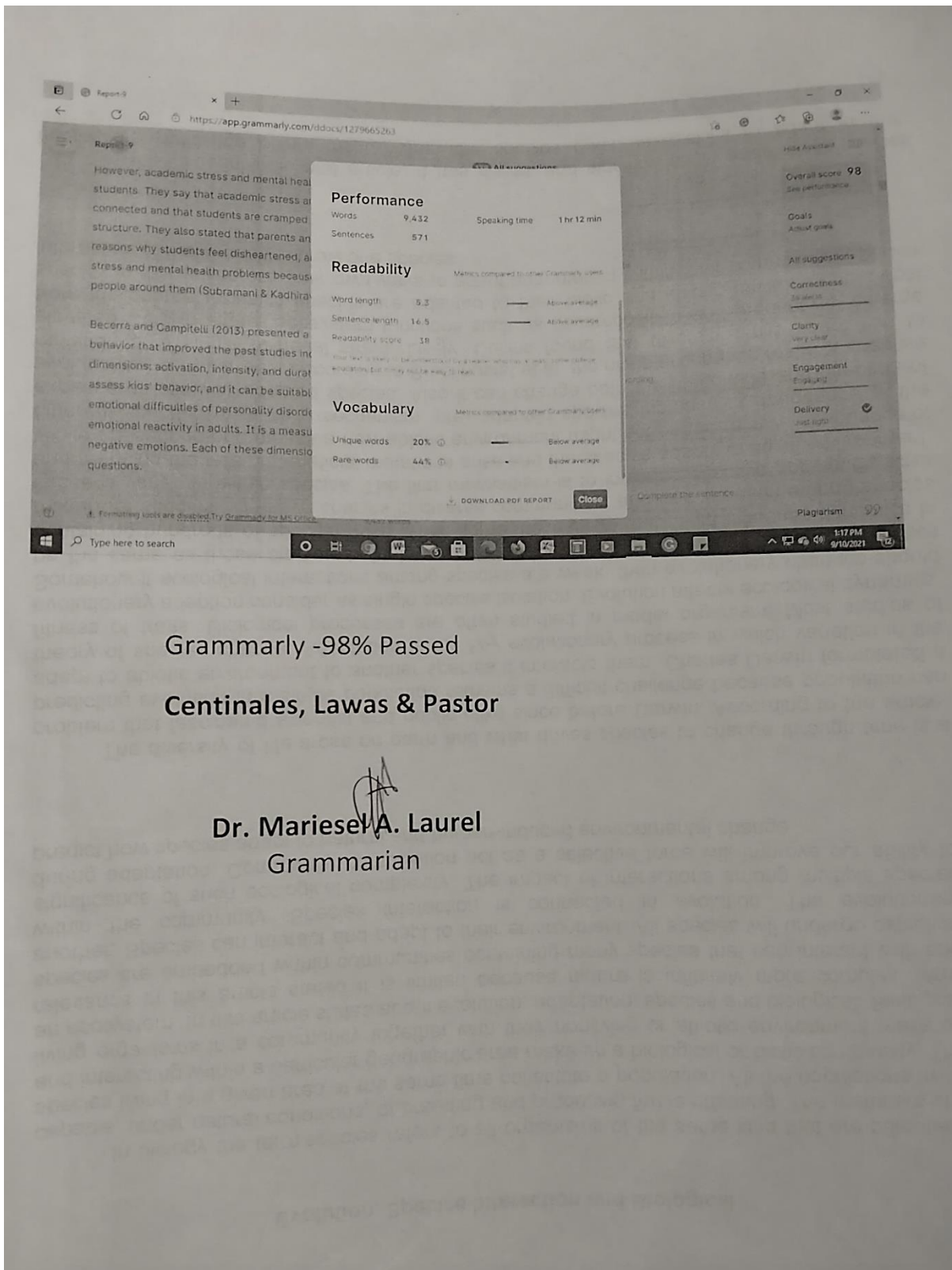
Part 3. Emotional Behavior

Activation	5	4	3	2	1
As a student, ...					
1. I tend to get happy very easily					
2. My Emotions go automatically from neutral to positive					
3. I tend to get enthusiastic about things very quickly					
4. I feel good about positive things in an instant					
5. I react to good news very quickly					
6. I tend to get upset very easily					
7. I tend to get disappointed very easily					
8. I tend to get frustrated very easily					
9. My emotions go from neutral to negative very quickly					
10. I tend to get pessimistic about negative things very quickly					
Intensity As a student, ...					

1. I think I experience happiness more intensely than my friends					
2. When I'm joyful, I tend to feel it very deeply					
3. I experience positive moods very strongly					
4. When I'm enthusiastic about something I feel it very powerfully					
5. I experience positive feelings more deeply than my relatives and friends					
6. If I'm upset, I feel it more intensely than everyone else					
7. I experience the feeling of frustration very deeply					
8. Normally, when I'm unhappy I feel it very strongly					
9. When I'm angry I feel it very powerfully					
10. My negative feelings feel very intensely					
Duration As a student, ...					
1. When I'm happy, the feeling stay with me for quite a while					
2. When I'm feeling positive, I can stay like that for good part of the day					
3. I can remain enthusiastic for quite a while					
4. I stay happy for a while if I receive pleasant news					
5. If someone pays me a compliment, it improves my mood for a long					
6. When I'm upset, it takes me quite a while to snap out of it					
7. it takes me longer than other people to get over an anger episode					
8. It's hard for me to recover from frustration					
9. Once in a negative mood, it's hard to snap out of it					
10. When annoyed about something, it ruins my entire day					


Appendix E

Grammarly Certification



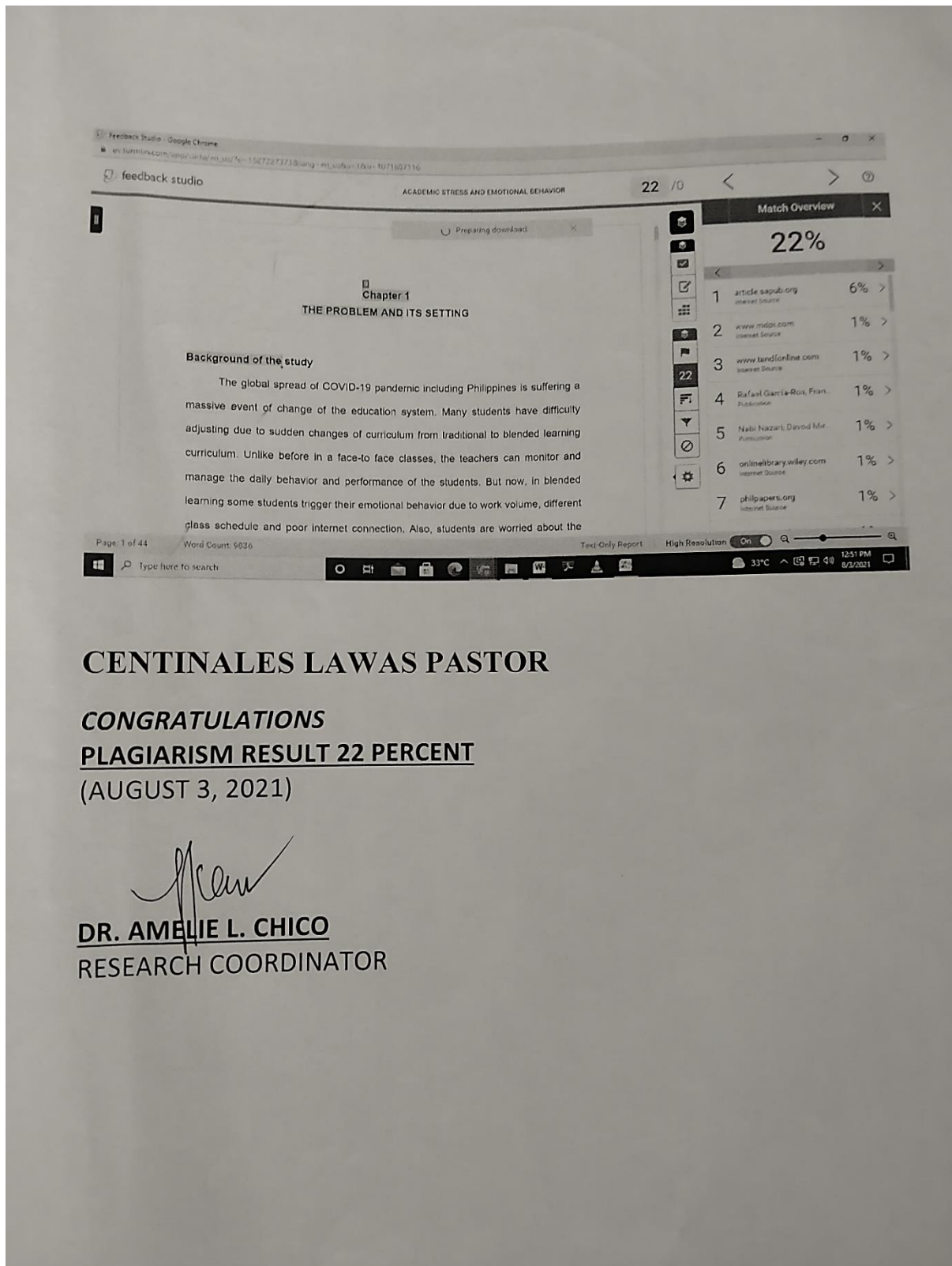
Grammarly -98% Passed

Centinales, Lawas & Pastor


Dr. Mariesel A. Laurel
Grammarians

Appendix F

Plagiarism



CENTINALES LAWAS PASTOR

CONGRATULATIONS

PLAGIARISM RESULT 22 PERCENT

(AUGUST 3, 2021)

DR. AMELIE L. CHICO
RESEARCH COORDINATOR



CENTINALES, LORA MAY V.

Purok. 2, Lower Panaga Panabo City 8105, Davao del Norte Philippines

Email Address: centinalesloramay@gmail.com

Mobile Number: 09954125515

PERSONAL INFORMATION

Age : 20
Date of birth : June 30, 200
Sex : Female
Citizenship : Filipino
Civil Status : Single

EDUCATIONAL BACKGROUND

College : University of Mindanao Panabo College
Bachelor of Elementary Education
San Francisco, Panabo City
2020-present

Senior High School: A.O. Floriendo National High School
A.O. Floriendo, Panabo City
Panabo City

2017-2018

Secondary: Sindaton National High School – Extension
Sindaton, Panabo City
Panabo City
2015-2016

Elementary: Roxas Elementary school
Lower Panaga, Panabo City
20011-2012

WORKED EXPERIENCE

Jan.2018 - April 2018 On-the-Job Trannaing (Agriculture), Tadeco Company
Barangay A.O. Floriendo, Panabo City.

Dec.2016 - June 2021 Barangay Bookkeeper
Lower Panaga, Panabo City.

TRAINING AND SEMINARS

Accumulative Development Seminar for 1st Year Students, 2018

UM Panabo College
Arguilles St. Panabo City

**Personality Development Boot Camo for CHED Ro XI UniFast and Stufaps
Grantees and Scholars and Students in Davao Region, 2021**

Via Zoom Conference

Mental Health and Coping Strategies During COVID 19 Crisis, 2021

UM Panabo City
Arguilles St. Panabo City

Think Before You Click,2021

UM Panabo City
Arguilles St. Panabo City

Resiliency Amidst the New Normal, 2021

UM Panabo City
Arguilles St. Panabo City

CHARACTER REFERENCE

MR. RENATO G. GUARDIANO

Contact # 09487967254
Agriculture Department

MS. JANE J. PARAGUYA

Contact # 09101017591
Barangay Secretary

San Francisco, Panabo City
2017-2018

Secondary A.O. Floirendo National High School
A.O. Floriendo, Panabo City
2015-2016

Elementary Tanglaw 3- A Elementary school (Annex)
Tanglaw 3A B.E Dujali
2011-2012

TRAINING AND SEMINARS

Accumulative Development Seminar for 1st Year Students, 2018

UM Panabo College
Arguilles St. Panabo City

Personality Development Boot Camo for CHED Ro XI UniFast and Stufaps Grantees and Scholars and Students in Davao Region, 2021

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Arguilles St. Panabo City

Think Before You Click,2021

UM Panabo City
Arguilles St. Panabo City

Resiliency Amidst the New Normal, 2021

UM Panabo City
Arguilles St. Panabo City

CHARACTER REFERENCE:

Ms. Darlyn C. Piosang

Contact # 09512572424

Teacher I

Ms. Avon Claide B. Dumaop

Contact # 09638339436

Teacher



Pastor, Rosemarie G.

Purok Gabi Gredu, Panabo City 8105, Davao del Norte

Email Address: nielco89@gmail.com

Mobile Number: 09514537449

PERSONAL INFORMATION

Age : 26
Date of birth : December 20, 1994
Sex : Female
Citizenship : Filipino
Civil Status : Married

EDUCATIONAL BACKGROUND

College University of Mindanao Panabo College
Bachelor of Elementary Education
2020-present

Aces Polytechnic College
Automotive Servicing NC-II
Tadeco Road, Panabo City
2013-2014

Secondary Panabo National High School
 New Site Gredu, Panabo City
 2010-2011

Elementary Cebulano Elementary School
 Cebulano Carmen Davao del Norte
 2005-2006

SKILLS AND ABILITIES

- Knowledgable of basic operating systems like Microsoft Excel, Word, and Powerpoint.
- Can speak in English, Filipino and Cebuano.
- Engine Tune-up
- Mobile Wiring

EXPERIENCE

April 2013- May 2013 On-the-Job Training, *Davao Metro Shuttle Corporation*

Davao City

April 2014- May 2014 On-the-Job Training, *Emelou Motors and Allied Services*

Panabo City

December 2016- May 2016 Cashier, Gaisano Grand Group of Companies

Panabo City

TRAINING AND SEMINARS ATTENDED

Livelihood Training in Relation to Life Skill: Perfume Making, 2021

New Visayas Central Elementary School

New Visayas, Panabo City

Livelihood Training in Relation to Life Skill: Soap Making, 2021

New Visayas Central Elementary School

New Visayas, Panabo City

Accumulative Development Seminar for 1st Year Students, 2018

UM Panabo College

Arguilles St. Panabo City