

Current Situation of Stress Management Among Grade 12 Students

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ABSTRACT: Stress is a major public health concern among adolescents, particularly for Grade 12 students who face intense academic and social pressures. This study investigated stressors and coping responses among twelfth-grade students to identify patterns of stress management in this high-risk group. A quantitative survey was conducted with 288 students using a questionnaire assessing four categories of stressors (academic, family, peer/social, and personal) and four domains of coping responses (physiological, emotional, positive behavioral, and avoidant). Descriptive statistics were applied to analyze mean scores and rank orders. The findings indicated that academic stress, especially fear of failure in high-stakes examinations, and family-related pressure from parental expectations were the most salient stressors. Peer-related stress was primarily associated with social comparison and the need for acceptance, while personal stress was driven by worries about the future and self-imposed high expectations. Regarding coping responses, students predominantly employed adaptive strategies such as task planning, positive reappraisal, acceptance, and rest-based physiological regulation. Avoidant coping strategies were less frequently used, although moderate reliance on distraction through social media and unrelated activities was observed. These results underscore the importance of school-based interventions that strengthen emotional regulation, time management, self-care, and effective help-seeking skills to promote adolescents' long-term psychological well-being.

KEYWORDS: Grade 12 students; stressors; coping strategies; academic stress

I. INTRODUCTION

Stress has been recognized as a significant public health concern due to its profound and long-lasting effects on both mental and physical health. Chronic exposure to stress is associated with a wide range of adverse outcomes, including cardiovascular diseases, depression, anxiety, and impaired immune functioning (Cohen et al., 2007). From a psychobiological perspective, stress responses are primarily regulated by the hypothalamic–pituitary–adrenal (HPA) axis, which triggers the secretion of cortisol, a key hormone involved in the body's adaptation to environmental challenges (Dickerson & Kemeny, 2004). Although acute stress responses are considered adaptive, prolonged or dysregulated activation of the HPA axis can lead to allostatic load, thereby increasing vulnerability to various physical and psychological disorders (McEwen, 1998).

Adolescence represents a particularly sensitive developmental period during which individuals experience substantial biological, cognitive, and socio-emotional changes. School-related demands, peer relationships, identity formation, and academic expectations can act as major stressors, especially for students in their final year of secondary education. Twelfth-grade students, in particular, face intense academic pressure due to high-stakes examinations, university entrance requirements, and parental expectations, which may significantly exacerbate stress levels. Previous research has demonstrated that sustained exposure to stress during adolescence is linked to anxiety, depressive symptoms, somatic complaints, and impaired academic performance (Zisopoulou & Varvogli, 2023). Moreover, stress-related symptoms such as headaches, gastrointestinal problems, and sleep disturbances are commonly reported among school-aged children and adolescents, highlighting the urgent need for early identification and intervention (Bothe et al., 2014).

From a physiological standpoint, cortisol has been widely used as a biomarker of stress, reflecting the activity of the HPA axis. Both heightened and blunted cortisol responses have been associated with adverse health outcomes, including depression, obesity, and cardiovascular risk (Lovallo, 2016; Hamer & Steptoe, 2012). Additionally, patterns of daily cortisol secretion, such as the cortisol awakening response (CAR) and diurnal slope, have been shown to predict long-term mental and physical health outcomes (Adam & Kumari, 2009; Adam et al., 2017). These findings suggest that stress is not only a subjective psychological experience but also a measurable biological process with significant implications for adolescent well-being.

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Despite the growing body of literature on stress and its health consequences, most existing studies have focused on adult populations, while empirical evidence on stress among high school students—particularly those in their final academic year—remains limited. Furthermore, previous research has predominantly relied on self-report measures, with relatively few studies integrating objective indicators of stress reactivity (Domes et al., 2019). Given the unique academic pressures faced by twelfth-grade students, there is a critical need for systematic investigation into the prevalence, characteristics, and consequences of stress in this population.

Therefore, the present study aims to examine the current state of stress among twelfth-grade students, focusing on its psychological manifestations and potential implications for health and academic functioning. By providing a comprehensive overview of stress experiences in this high-risk group, this research seeks to contribute to the development of evidence-based interventions that promote students' well-being and academic resilience.

A. High School Students' responses to stress

Human responses to stress are inherently complex and multidimensional, involving physiological, emotional, cognitive, and behavioral processes. Stress does not constitute a homogeneous experience; instead, individuals differ in how they perceive and respond to stressors based on their situational appraisals, which in turn determine the magnitude and nature of their responses (Chai, 2025). In adolescents, particularly senior high school students, exposure to academic pressures and social expectations may elicit a wide range of stress responses that significantly influence both well-being and academic performance.

Physiological stress responses involve the activation of the autonomic nervous system—manifested in symptoms such as elevated heart rate, accelerated respiration, fatigue, and sleep disturbances—which represent the body's attempts to adapt to environmental demands (Pérez-Jorge et al., 2025). These somatic reactions frequently coincide with emotional alterations; for example, elevated academic pressure has been linked to increased anxiety and negative affect, including worry and diminished motivation, thereby intensifying physical stress reactions (Haritay et al., 2025). In adolescents, emotional responses to stress commonly encompass anxiety, irritability, frustration, and depressive mood states. Although negative affect is prevalent under stressful conditions, positive emotions—such as optimism and engagement—may serve as protective factors by mitigating stress, supporting adaptive coping strategies, and enhancing resilience (Chai, 2025). At the cognitive level, stress disrupts memory, attentional control, and decision-making, limiting students' ability to process information and respond effectively to academic challenges, which may consequently undermine academic performance (Chai, 2025).

Behavioral responses to stress involve observable changes in how students act under stressful conditions. In contexts of academic stress, some students may exhibit avoidance or withdrawal, whereas others may engage in maladaptive habits such as procrastination or reduced social interaction. In contrast, proactive coping behaviors—such as time management and seeking social support—are positively associated with better adjustment and more effective stress coping outcomes (Chai, 2025). Overall, these multidimensional responses underscore that stress manifests across multiple domains, and that heightened or prolonged stress in adolescents is linked to adverse academic and psychological outcomes. For high school students, primary stressors arise from academic demands—such as heavy workloads, frequent examinations, and high achievement expectations—as well as social pressures from family, peers, and teachers. Collectively, these stressors contribute to increased emotional reactivity, cognitive overload, and maladaptive behaviors when coping resources are insufficient (Chai, 2025; Haritay et al., 2025).

B. Stressors among Grade 12 students

High school students are exposed to multiple stressors arising from both academic and social domains, with the school environment and interpersonal relationships playing a central role in adolescents' stress experiences. Academic stress—a form of stress associated with school-related demands such as examinations, grades, homework, and future expectations—has consistently been identified as a major source of psychological strain for high school students worldwide, particularly as they prepare for high-stakes assessments (Pascoe et al., 2020). Empirical studies involving high school populations have reported that heavy academic workloads and pressure to perform well in examinations are associated with elevated stress levels, which may in turn adversely affect students' health and academic achievement (Jagiello et al., 2025).

Beyond academic demands, family circumstances are frequently identified as significant stressors in adolescents' lives. Family-related stressors include parental expectations, financial concerns, and conflicts within the home environment, all of which can exert a direct influence on students' mental health (Hosseinkhani et al., 2020). Parental pressure regarding academic performance and the overall family climate contribute to students' subjective appraisals of stress, often intensifying the perceived severity of school-related challenges.

Peer relationships also contribute to stress among high school students. Interpersonal conflicts, peer pressure, and concerns about social acceptance are common sources of stress during adolescence, and these social stressors often interact with

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academic stress to further complicate students' experiences (Sarfika et al., 2024; studies on peer pressure). Difficulties in maintaining friendships or resolving misunderstandings may intensify emotional strain and reduce the resources available for coping with academic demands.

Adolescents' capacity to cope with these stressors varies considerably depending on individual appraisals and the availability of support. Coping strategies include problem-focused efforts such as time management and seeking social support, as well as emotion-focused strategies such as cognitive restructuring and relaxation techniques (Pillai et al., 2023). The transactional model of stress and coping suggests that students' stress responses are determined not only by the presence of stressors but also by how they appraise stressful situations and their beliefs about their own ability to manage them (Haritay et al., 2025). Therefore, understanding both the sources of stress and the coping processes is essential for designing interventions aimed at improving adolescents' mental health and academic outcomes.

II. METHODS

This study employed a quantitative research design using a questionnaire survey administered to 288 Grade 12 students. The questionnaire consisted of eight items, including four items assessing sources of stress (related to academic demands, family, peers, and self-related factors) and four items measuring stress coping responses (physiological, emotional, cognitive, and behavioral). All items were rated on a five-point Likert scale, where 1 = not stressful, 2 = slightly stressful, 3 = moderately stressful, 4 = stressful, and 5 = very stressful. Data were collected on a voluntary basis, with anonymity of respondents ensured. The survey results were analyzed using descriptive statistics, including mean scores and rank ordering, to provide an overall profile of stress levels and coping strategies among Grade 12 students.

III. RESULTS AND DISCUSSION

A. Results of the survey on stressors among Grade 12 students

Based on the theoretical framework regarding stressors among Grade 12 students, the results of the survey of 288 students are presented as follows:

Table 1. Academic stressors among Grade 12 students

Variable	Stressor item	Mean	Rank
H1	The volume of assignments and academic demands often makes me feel overwhelmed.	4.1	2
H2	Fear of failure in important examinations (graduation exams, university entrance exams, and end-of-term assessments).	4.6	1
H3	Worry about choosing a field of study or future career.	2.3	4
H4	Feeling that there is not enough time to complete all academic tasks.	3.8	3

Descriptive analysis indicated that academic stressors exerted varying levels of impact on Grade 12 students, with mean scores ranging from 2.3 to 4.6. Among these factors, fear of failure in high-stakes examinations (e.g., graduation examinations, university entrance examinations, and end-of-term assessments) yielded the highest mean score ($M = 4.6$) and was ranked first. This finding suggests that fear of failure in decisive examinations constitutes the most salient source of stress for students, reflecting substantial psychological pressure associated with assessments that directly influence their educational and career prospects.

The stressor related to academic workload and demands making students feel overwhelmed was ranked second, with a mean score of 4.1. This result indicates that heavy workloads and high academic requirements also represent significant sources of stress. It reflects the reality that Grade 12 students are confronted with intensive schedules, numerous assignments, and strong pressure to complete academic tasks within limited timeframes.

The item referring to insufficient time to complete all academic tasks was ranked third ($M = 3.8$), suggesting that time pressure is a common experience contributing to elevated stress levels. This may be associated with ineffective time-management skills or workloads exceeding students' coping capacity.

In contrast, worry about choosing a field of study or future career obtained the lowest mean score ($M = 2.3$) and was ranked fourth. Although this is an important concern during the final year of secondary education, the results indicate that it generates less stress than more immediate and performance-related pressures, such as examinations and academic workload. This may be because students prioritize short-term demands (e.g., test performance and grades) over long-term decisions.

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Overall, the findings demonstrate that academic stress among Grade 12 students primarily stems from evaluative pressures and achievement-related demands, particularly fear of failure in high-stakes examinations and feelings of academic overload. These results suggest that psycho-educational interventions should focus on reducing test anxiety, supporting time-management skills, and adjusting academic workload in order to promote better mental health among students in their final year of secondary education.

Table 2. Family-related stress among Grade 12 students

Variable	Stressor item	Mean	Rank
G1	Parental expectations regarding academic achievement make me feel pressured.	4.7	1
G2	Worry about my family's financial situation	3.5	3
G3	Feeling that I am not fully understood by my family.	2.9	5
G4	The family atmosphere affects my mood.	3.2	4
G5	Feeling responsible for satisfying my parents through academic performance.	4.2	2

Descriptive analysis indicated that family-related stressors exerted varying levels of influence on Grade 12 students, with mean scores ranging from 2.9 to 4.7. Among these factors, parental expectations regarding academic achievement produced the highest mean score ($M = 4.7$) and ranked first. This finding suggests that parental academic expectations constitute the most salient source of stress for students, reflecting substantial psychological pressure to meet family demands, particularly during preparation for high-stakes examinations.

The factor related to feeling responsible for satisfying parents through academic performance ranked second ($M = 4.2$), indicating that students not only experience external pressure from parental expectations but also internalize this responsibility as a form of self-imposed stress. Concern about the family's financial situation yielded a relatively high mean score ($M = 3.5$) and ranked third, suggesting that many students are aware of economic difficulties within the family and perceive them as a significant source of psychological strain.

The item referring to the family atmosphere affecting students' mood ranked fourth ($M = 3.2$). Although not the most prominent stressor, this result highlights the important role of the emotional climate of the family in shaping students' mood and psychological well-being. The factor related to feeling insufficiently understood by one's family obtained the lowest mean score ($M = 2.9$) and ranked fifth. This indicates that, compared with performance- and responsibility-related pressures, a lack of perceived understanding is viewed as a less severe source of stress. Nevertheless, this factor warrants attention, as prolonged feelings of being misunderstood may adversely affect family cohesion and students' mental health.

Overall, the findings indicate that family-related stress among Grade 12 students is primarily concentrated on factors associated with achievement expectations and the perceived responsibility to satisfy parents, rather than on purely emotional factors. This suggests that intervention programs should focus on increasing parental awareness of the potential impact of excessive expectations, while also strengthening positive communication between parents and children in order to alleviate psychological pressure during the final year of secondary education.

Table 3. Peer and social stressors among Grade 12 students

Variable	Stressor item	Mean	Rank
X1	Feeling pressured to be accepted by peers.	3.8	2
X2	Worry about being compared with others.	4.1	1
X3	Feeling pressured when peers perform better academically than I do.	2.9	3
X4	Misunderstandings in relationships make me feel sad and stressed.	2.7	4

Descriptive analysis revealed that stressors arising from peer relationships and the social environment exerted varying levels of influence on Grade 12 students, with mean scores ranging from 2.7 to 4.1. Among these factors, worry about being compared with others obtained the highest mean score ($M = 4.1$) and ranked first. This finding indicates that social comparison constitutes the most salient source of stress within this domain, reflecting adolescents' strong need for social recognition and their tendency to evaluate themselves through others' achievements—a common psychological characteristic during this developmental stage.

The factor related to feeling pressured to be accepted by peers ranked second ($M = 3.8$), suggesting that the desire for belonging and peer approval represents a significant source of stress. This result is consistent with developmental perspectives emphasizing the central role of peer relationships in the formation of personal identity and self-esteem during adolescence.

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Feeling pressured when peers perform better academically ranked third ($M = 2.9$). Although this factor still generated a certain level of stress, its impact was lower than that of general social comparison and the need for peer acceptance. This may indicate that not all performance discrepancies necessarily lead to severe stress; rather, students' subjective self-evaluations play a more decisive role.

Misunderstandings in relationships that cause sadness and stress yielded the lowest mean score ($M = 2.7$) and ranked fourth. This result suggests that, compared with pressures derived from social comparison and the need for recognition, interpersonal conflicts or misunderstandings are perceived as less severe sources of stress. Nevertheless, this factor warrants attention, as prolonged conflicts may negatively affect students' emotional well-being and social connectedness.

Overall, the findings indicate that peer-related stress among Grade 12 students primarily originates from processes of social comparison and the need for acceptance rather than from direct interpersonal conflicts. This implies that psycho-educational interventions should focus on enhancing self-esteem, reducing maladaptive social comparison, and strengthening communication and conflict-resolution skills in order to help students adapt more effectively to social pressures.

Table 4. Personal stressors among Grade 12 students

Variable	Stressor item	Mean	Rank
C1	I often set very high expectations for myself.	4.2	2
C2	Worry about my own future.	4.5	1
C3	Feeling pressured when peers perform better academically than I do.	3.8	3
C4	Misunderstandings in relationships make me feel sad and stressed.	2.9	4

Descriptive analysis indicated that personal stressors exerted varying levels of influence on Grade 12 students, with mean scores ranging from 2.9 to 4.5. Among these factors, worry about one's future obtained the highest mean score ($M = 4.5$) and ranked first. This finding suggests that uncertainty regarding future educational and career pathways represents the most salient source of personal stress, reflecting a common psychological concern among students at this critical transitional stage from secondary education to higher education or the labor market.

The factor related to setting very high expectations for oneself ranked second ($M = 4.2$). This result indicates that internal pressure stemming from perfectionism and the desire for high achievement constitutes a significant source of stress. It further implies that not only external pressures (e.g., from family or school) but also self-imposed demands play an important role in shaping students' stress experiences.

Feeling pressured when peers perform better academically ranked third ($M = 3.8$). Although this factor generated a relatively high level of stress, its impact was lower than that of future-related and self-expectations. This suggests that, within the domain of personal stressors, concerns related to long-term orientation and self-worth exert a stronger influence than situational comparisons.

In contrast, misunderstandings in relationships that lead to sadness and stress yielded the lowest mean score ($M = 2.9$) and ranked fourth. This result indicates that, compared with future-oriented anxieties and achievement-related pressures, interpersonal misunderstandings are perceived as less prominent sources of stress within the personal domain.

Overall, the findings demonstrate that personal stress among Grade 12 students is primarily driven by worries about the future and self-imposed pressure rather than by direct social conflicts. These results suggest that psychological and career guidance programs should focus on helping students establish realistic goals, enhance self-acceptance, and develop future-planning skills in order to mitigate stress during their final year of secondary education.

B. Results of the survey on stress responses in Grade 12 students

Based on the theoretical framework concerning stress coping strategies among Grade 12 students, the results of the survey of 288 students are presented as follows:

Table 5. Physiological coping responses among Grade 12 students

Variable	Coping strategy	Mean	Rank
S1	Engaging in preferred activities to calm the body when stressed (e.g., resting, stretching, taking a warm bath).	4.4	2
S2	Trying to get sufficient sleep when feeling pressured.	3.5	4
S3	Exercising or engaging in physical activity to reduce stress.	4.1	3
S4	Resting when feeling excessively fatigued.	4.7	1

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Descriptive analysis indicated that physiological coping strategies were used by Grade 12 students to varying degrees, with mean scores ranging from 3.5 to 4.7. Among these strategies, resting when feeling excessively fatigued yielded the highest mean score ($M = 4.7$), indicating that it was the most frequently adopted approach. This finding reflects students' tendency to regulate bodily strain by temporarily disengaging from activities when overloaded, as a natural response aimed at restoring energy and reducing physiological pressure.

Engaging in preferred activities to soothe the body when stressed (e.g., lying down, stretching, or taking a warm bath) ranked next ($M = 4.4$). This result suggests that students tend to rely on passive and easily accessible relaxation activities to alleviate stress. Such practices may activate physiological relaxation mechanisms, thereby reducing feelings of fatigue and anxiety.

Exercising or engaging in physical activity to reduce stress obtained a relatively high mean score ($M = 4.1$) and ranked third. This indicates that a substantial proportion of students recognize the stress-reducing benefits of physical activity. However, its level of use remained lower than that of passive rest-based strategies, possibly due to constraints related to time, space, or lifestyle habits.

In contrast, attempting to obtain sufficient sleep when feeling pressured produced the lowest mean score ($M = 3.5$). Although sleep is widely regarded as essential for physical and psychological recovery, this result suggests that students do not prioritize or are unable to maintain adequate sleep under academic pressure. This may be associated with intensive study schedules, nighttime use of electronic devices, or prolonged anxiety.

Overall, the findings indicate that Grade 12 students tend to rely more on passive physiological coping strategies (e.g., resting and relaxation) than on active strategies (e.g., physical exercise and maintaining regular sleep patterns). These results imply that school-based health education and life-skills programs should place greater emphasis on guiding students toward more proactive, sustainable, and evidence-based physiological regulation strategies in order to enhance their capacity to cope with stress.

Table 6. Emotional coping responses among Grade 12 students

Variable	Coping strategy	Mean	Rank
T1	Trying to view the situation in a positive way.	4.6	1
T2	Allowing oneself to express emotions (e.g., crying, writing in a journal).	3.4	4
T3	Sharing feelings with family members or friends.	3.8	3
T4	Learning to accept things that cannot be changed.	4.0	2

Descriptive statistical analysis showed that emotion-focused coping strategies were employed by Grade 12 students to varying degrees, with mean scores ranging from 3.4 to 4.6. This pattern reflects a relatively positive tendency in regulating emotional states in response to stressors.

Among the coping strategies examined, trying to view the situation in a positive way obtained the highest mean score ($M = 4.6$), indicating that it was the most frequently used strategy. This finding suggests that students tend to engage in cognitive reappraisal and seek positive meaning in difficult situations, thereby reducing the intensity of negative emotions and sustaining motivation. This strategy is considered an adaptive form of coping that enhances psychological resilience.

The strategy learning to accept things that cannot be changed also yielded a relatively high mean score ($M = 4.0$). This result indicates that a substantial proportion of students have developed the ability to accept reality and adjust personal expectations when confronted with factors beyond their control. This strategy plays an important role in limiting prolonged frustration and reducing feelings of helplessness.

Sharing feelings with family members or friends achieved a moderate mean score ($M = 3.8$), suggesting that students tend to seek social support as a means of alleviating emotional stress. However, its level of use was not particularly prominent, which may be attributable to psychological barriers, reluctance to disclose emotions, or fear of negative evaluation.

In contrast, allowing oneself to express emotions (e.g., crying or writing in a journal) obtained the lowest mean score ($M = 3.4$). This indicates that students make less use of personal and inward-oriented forms of emotional release. This pattern may reflect sociocultural norms in which the expression of negative emotions is sometimes perceived as a sign of weakness, leading to a tendency toward emotional suppression.

Overall, the findings indicate that Grade 12 students tend to prioritize cognitively oriented emotional coping strategies (e.g., positive reappraisal and acceptance) over strategies involving direct emotional expression. These results suggest that school-based psychological support programs should emphasize the development of skills in emotional awareness, expression, and regulation, while also fostering a safe environment in which students can share their emotions in a healthy and constructive manner.

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Table 7. Positive behavioral coping strategies among Grade 12 students

Variable	Coping strategy	Mean	Rank
V1	Creating a schedule to manage tasks.	4.7	1
V2	Breaking tasks into smaller, manageable parts.	4.3	2
V3	Striving to balance study and rest.	4.0	3
V4	Participating in healthy recreational activities to reduce stress.	3.5	5
V5	Seeking help from others when needed.	3.9	4

Descriptive statistical analysis indicated that Grade 12 students employed positive behavioral coping strategies to varying degrees, with mean scores ranging from 3.5 to 4.7. Overall, this pattern suggests that students tend to adopt proactive strategies aimed at controlling or regulating sources of stress.

Among the strategies examined, creating a schedule to manage tasks yielded the highest mean score ($M = 4.7$), indicating that it was the most frequently used coping strategy. This finding reflects students' clear awareness of the role of time organization in reducing academic pressure and enhancing control over workload. This strategy can be regarded as a highly adaptive form of problem-focused coping.

The strategy breaking tasks into smaller, manageable parts ranked second ($M = 4.3$). This result suggests that students tend to decompose tasks into smaller steps in order to reduce feelings of overload and increase task completion. Such an approach may enhance self-efficacy, thereby contributing to stress reduction.

Striving to balance study and rest achieved a relatively high mean score ($M = 4.0$), indicating that students are somewhat aware of the importance of maintaining a balance between activity and recovery. However, its level of use was not as prominent as that of organizational strategies.

Seeking help from others when needed obtained a moderate mean score ($M = 3.9$). Although this is an adaptive and effective coping strategy, its utilization remained limited, possibly due to reluctance to burden others, fear of negative evaluation, or the lack of appropriate support channels.

In contrast, participating in healthy recreational activities to reduce stress yielded the lowest mean score ($M = 3.5$). This finding suggests that students do not prioritize leisure activities as part of their coping repertoire, which may be attributable to time constraints, sustained academic pressure, or the belief that leisure is less important than academic tasks.

Overall, the findings indicate that Grade 12 students tend to prioritize proactive, task-oriented behavioral coping strategies (e.g., planning and task segmentation) over restorative and socially oriented strategies (e.g., leisure activities and help-seeking). These results imply that programs focused on study skills and time management should be integrated with initiatives aimed at developing self-care practices and help-seeking skills in order to promote more comprehensive and sustainable stress coping among students.

Table 8. Avoidant coping strategies among Grade 12 students

Variable	Coping strategy	Mean	Rank
N1	Avoid thinking about the problem being faced.	2.7	3
N2	Spend a great deal of time on social media to forget about stress.	3.2	1
N3	Ignore the problem rather than dealing with it.	2.9	2
N4	Engage in unrelated activities to distract oneself from stress.	3.2	1

Table 8 indicates that Grade 12 students employ avoidant coping strategies at varying levels, with mean scores ranging from 2.7 to 3.2. Overall, these mean values are lower than those of the positive coping strategy groups reported earlier, suggesting that students tend to place less emphasis on avoidant forms of coping when confronted with stress.

Among the strategies examined, spending a considerable amount of time on social media to forget about stress and engaging in unrelated activities to distract oneself from stress yielded the highest mean scores ($M = 3.2$). These findings suggest that students commonly resort to attention-diverting activities as a means of temporarily escaping stressful feelings. Although such behaviors may provide short-term relief, they do not address the underlying problems and may prolong or exacerbate stress in the long term.

The strategy of ignoring the problem rather than dealing with it showed a relatively lower mean score ($M = 2.9$). This indicates that students are less likely to completely disregard stress-inducing problems and still maintain a certain level of awareness in confronting difficulties. Nevertheless, the moderate level of avoidance suggests that some students have not yet been adequately equipped with effective positive coping skills.

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The strategy of not thinking about the problem being faced recorded the lowest mean score ($M = 2.7$). This result implies that deliberate suppression of thoughts or denial of problems is less frequently adopted than other avoidant strategies. This may reflect a relatively healthy tendency in students' approaches to stress, as they do not entirely deny reality but still demonstrate some degree of problem recognition.

Overall, the findings indicate that Grade 12 students use avoidant coping strategies less frequently than active and adaptive strategies. However, the presence of avoidance behaviors at a moderate level suggests that a subgroup of students still lacks sufficient capacity to cope effectively with stress. This highlights the need for life skills education and school counseling programs to focus on helping students identify avoidant behaviors while fostering positive coping strategies to enhance long-term adaptation.

IV. CONCLUSION

Based on the theoretical framework of stress coping strategies among Grade 12 students and the survey results from 288 participants, this study demonstrates that students employ a wide range of coping strategies across four main categories: physiological, emotional, positive behavioral, and avoidant coping. Among these, adaptive coping strategies are used more frequently than avoidant coping strategies, reflecting a relatively positive tendency in how studentsn with stress.Overall, the findings confirm that Grade 12 students tend to prioritize adaptive forms of coping; however, limitations remain in the development of proactive, sustainable coping strategies and those grounded in social support. This highlights the necessity of psycho-educational intervention programs aimed at equipping students with skills in emotional regulation, time management, health care, and effective help-seeking behaviors, thereby enhancing their adaptability and mental well-being during this highly demanding final stage of schooling.

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