# INTERNATIONAL JOURNAL
# FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

# Stress Response Syndrome: The Struggles of PSD SHS Students who are Distressed in Certain Situations

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*Abstract: Background: The term "depression" is often misused as the term "distress" without knowing that the term "depression" is a clinical term and a person cannot be in a depressed state unless diagnosed by a doctor or a psychiatrist. This study will enable the general public to know and notice the indications being displayed by the distressed subjects, and may be able to prevent anything drastic from happening. Methods: The study makes use of the qualitative phenomenological research design, wherein it focused on an individual's experiences, beliefs, and perceptions. The study is based on the central question: "How do SHS students cope with their distress on certain situations?". The data was collected through the process of a semi-structured interview containing twenty-five developmental questions. Findings: Findings show the participants' various situations that caused them distress, triggered by unwanted and disappointing or frustrating events. Conclusions: Fisher (2015) cited that adolescence is a complex developmental stage where individuals develop an increasingly sophisticated conceptual framework for their own emotional experiences. Recommendations: This paper suggests a more broadened research on this topic and must refrain from medical-based research and more of emotional and psychological approach on this matter, wherein it is understood by readers of a wider knowledge background.*
*Keywords: Emotional Distress, Adolescent Sophistications, Depression, Coping Mechanisms, Adolescent Development*

## I. INTRODUCTION

Of all the possible studies to be conducted, this particular study is chosen as this study is something various students and others may relate to as they have seen particular people of around the same age to be exhibiting symptoms of distress – which is often misdiagnosed as symptoms of depression. In popular culture today, the term "depression" is often misused as the term "distress" without knowing that the term "depression" is a clinical term and a person cannot be in a depressed state unless diagnosed by a doctor or a psychiatrist, who considers a set of conditions. What people feel, which they call depression, is just a temporary feeling of sadness, if not, extreme sadness. Lexico (2019) defined depression as feelings of severe despondency (sorrow) and dejection (sadness), which is more inclined to the definition of the more universal term "distress", therefore it is not entirely true in correctly defining depression and will most likely mislead many people into thinking that what they are feeling is depression, when in fact it is just distress and it will pass soon than anticipated. Depression is correctly defined as a common or serious medical illness that negatively affects how a person feels in response to a negative situation, the way a person thinks or act and others (Parekh, 2017).

Distress on the other hand, as defined by American Psychological Association (2018),is the negative stress response: a type of stress that results from being overwhelmed by demands, losses, or perceived threats. It has a detrimental effect by generating physical and psychological maladaptation and posing serious health risks for individuals. Distress, which is often mistermed as depression by many, is a topic that is not widely considered in the public and has a dangerous outcome if not deliberated upon. Cases like these are commonly found among teenagers. This is why the focus of this study is about teenagers, specifically, the Senior High School students of Philippine School Doha. This study is vital not only to adolescents or students, but to adults in general – such as: concerned parents, teachers, and school administrators. This study enables the general public to know and notice the warning signs being displayed by the distressed subjects, and may be able to prevent anything drastic from happening.

School personnel can make a big difference by always being aware and looking for the possibility that a child is not particularly showcasing disobedient behavior (Proctor, 2017). Comfort with self-disclosure is a factor in whether the distressed person will seek professional help. Individuals with more discomfort in disclosing emotionally distressing issues needed more support (Vogel &

Wester, 2003; as cited in Murphy, 2018) and will most likely have a more difficult time in seeking help (Murphy, 2018). The majority of informal supporters are friends and family members (Branch & Richards, 2013; Fisher, Daigle, Cullen, et al., 2003; Orchowski&Gidycz, 2012; Starzinski, 17 Ullman, Filipas, & Townsend, 2005; Ullman &Filipas, 2001; as cited in Murphy, 2018). However, unfortunately, not all changes in behavior can be seen by the naked eye, as distressed people tend to be good pretenders. This study is important in order for distressed people to know that it is okay to reach out and tell their loved ones about their struggles. It is not a burden. This study is also crucial for everyone to know that every action and every word has either a positive or a negative impact to someone. That is why it is important to understand and think first before doing or saying anything.

An article by Ford (2015) described that the aftereffects of an adolescent's suicide on parents, and how they do not even notice anything wrong, because the adolescent do not tell and show them anything. Aside from encouraging preventive measures, this study also encourages people, especially ones with relatively close friends or family, to reach out and help distressed people in need and help them recover and fight their mental battles. These not only ensure a healthy mental health for people in distress, but also establish a deeper bond between them and the people who assist them. In fact, according to Haslzi (2019), better mental health awareness can contribute to a person having a better "first aid" skill in dealing with mental distress. People in distress should not be ignored or shunned by their friends and families, but instead listen to them whenever they have concerns. This is because it is through a distressed person's loved one/s that they can start helping themselves, although there are many places to seek professional help from.

Ma (2017) stated that adolescence is a period during which individuals are at greater risk of experiencing psychological distress compared to childhood and adulthood. As adolescents are still in the development stage and they are still maturing, they tend to display strong reactions in situations, particularly emotion-inducing ones. Therefore, they have a relative lack of impulse control and fruitful self-regulation of emotions (Riediger&Klipker, 2014). A number of studies focused on the relationship between emotion regulation and psychological distress among adolescents (Southam-Gerow and Kendall, 2000, Suveg and Zeman, 2004; Garber et al., 1995, Silk et al., 2003; Nolen-Hoeksema & Morrow, 1991; McLaughlin et al., 2011; as cited in Ma, 2017). Adaptive emotion regulation is crucial in order to facilitate one's psychological well-being. Difficulties in Emotion Regulation (DER) are in close relation to psychological distress. Understanding causal factors that may anticipate the emotion regulation strategies of adolescents may help in providing more knowledge about this.

As cited in Kugbey et al. (2018), psychological distress among students is a major public health concern as alarming percentages of students have been reported to be experiencing psychological distress; particularly, depression, anxiety and stress (Biasi et al., 2017; Deasy, Coughlan, Pironom, Jourdan, & Mannix-McNamara, 2014; Kugbey, Osei-Boadi&Atefoe, 20l5; Oppong Asante &Andoh-Aurthur, 2015). This revelation has contributed to increase in research to investigate the prevalence of mental health problems among students. Nonetheless, identifying the risk and protective factors of students' mental health would inform evidence-based interventions to promote students' health and wellbeing. As the researchers notice the frequent misuse of the words "distress" and "depression," this study is conducted. This study is created in order to raise awareness in the symptoms of distress as well as enlighten the public of the various factors – academic, environmental, and others - that influence or induce distress among adolescents, or more specifically, students in Senior High. The study also enables the researchers to determine how SHS students cope with their distress on certain situations. Furthermore, this study will enable the researchers to know what would make PSD SHS students that are distressed by certain situations improve. The social expressions of emerging adults' emotions and emotion regulation are environmentally influenced, particularly in the family context. Considering this, it has been suggested that parental behaviors may contribute to lower levels of emotional distress tolerance (DT) (Daughters et al., 2014; as cited in Perez, 2017). Recent studies involving psychological parental control have found associations with negative correlates such as communication deficiencies and greater levels of depression and anxiety in emerging adults (Odenweller, Booth-Butterfield, & Weber, 2014). Tesfahunegn and Gebremariam (2019) found that students of female sex, a freshman, a family history of mental illness, financial problems, conflict with peers and instructors, grades lower than expectations, as well as low to moderate social support are some of the various factors that induce mental distress. Stress is defined as the harmful physical and emotional responses that occur when the requirements of the academic curriculum or personal goals do not match the capabilities, resources, or needs of the student. Academic stressors have the ability to influence risky behavior, poor health and even injury (Centers of Disease Control and Prevention, 2014; as cited in Butler, 2017). Determining which coping mechanism will best fit one's life style and current problem is imperative to identifying daily stressors and promoting optimal health. Many students have a difficult time transitioning from high school to college. Those who have the opportunity to attend college acquire additional stressors due to the academic transition, newfound independence, as well as financial endeavors and/or possible burdens (Butler, 2017). This study makes use of the phenomenological approach in order to better understand the experiences of the distressed PSD SHS students.

## II.    METHODS

### A.    Research Design

The study made use of the qualitative phenomenological research design, wherein it focuses on an individual's experiences, beliefs, and perceptions (Vallesteros, 2018). The phenomenological approach uses the method of the epoché and the reduction proper (van Manen, 2014). Epoché allowed the researcher to describe the data with proper objectiveness and away from personal prejudices. In reduction, the researcher eliminated elements which were not within conscious experience such as overlapping, repetitive, and vague expressions (Yüksel&Yıldırım, 2015). In research, the term "subjects" may be often used to refer to the participants of the study. The phenomenological approach was utilized in this study as the study was conducted in order to comprehend the experiences of Senior High School students in Philippine School Doha who are distressed.

### B.    Research Locus and Sample

The researchers accomplished the research at Philippine School Doha (PSD). PSD is a Philippine school in the Middle East, specifically in the State of Qatar. This place had been chosen in order for the researchers to be able to work alongside the aid and supervision of Dr. Fredelito Don John A. Vallesteros, the researchers' Research Teacher. The participants involved in this study were students from Philippine School Doha, specifically those who belonged to the Senior High School departments, and are distressed by certain situations. The six participants were chosen through the use of the qualitative purposive sampling strategy, wherein itwas based on the qualitative factors or the characteristics of the population of the study (Crossman, 2018). The selection of the participants was made in accordance to the specific requirements met by the said participants. These specific requirements were their grade level (the participant must be in Grade 11 or Grade 12) and if certain situations (i.e. low grades, insecurities, etc.) made them feel distressed. With these requirements, the participants were able to share very insightful topics related to the study.



Figure1. Location of Philippine School Doha at Doha, Qatar taken from the Satellite View in Google Maps

### C.    Data Collection and Ethical Consideration

The data required for this study was collected through the process of a semi-structured interview along with the use of instruments like the *robotfoto* and the twenty-five developmental questions. The *robotfoto* provided the basic profile of the respondents that can be used in the study, such as the respondents' sex, civil status; number of years in Qatar, their educational attainment, as well as the reasons for their distress. The twenty-five semi-structured interview or the developmental questions were used to dig deeper into the participants' experiences and further aid the research. The transcription of data occurred after the process of collecting them. The data were transcribed in verbatim as it was recorded, but the participants' responses and the participants themselves will be kept confidential. Prior to the collection of data, the researchers asked for the consent of the participants to be part of the study through written consent forms.

## III. DATA ANALYSIS

The data collected went through an analytical process in which the researchers used an inductive approach in theme development. In analyzing the gathered data, the researchers read the transcriptions of the data to get the general idea of the participants' responses, interpreted the transcribed data into what the researchers understood, categorized the participants' responses through their similarities and formulated themes (Caulfield, 2019), and finally, showed a visual representation of all the findings from the gathered data through the use of a simulacrum (Wolny, 2017).

### A. Findings

This phenomenological study describes the lived experiences of PSD SHS students having distressing thoughts in response to certain, unwanted situations. The study is based on the central question: *"How do Senior High School students cope with their distress on certain situations?"* Moreover, this study is also focused on the specific question: *"What would make PSD SHS students that are distressed by certain situations improve?"*. Emotional distress is defined, therefore, in this study as an individual's experience of negative or unwanted emotions or emotional states that are sufficiently intense to disrupt or interfere with their day to day lives and interpersonal relationships (Fisher, 2015). It is important to consider how emotional distress is conceptualized, measured and defined within clinical adolescent populations. It is distinguished that the differences between adults and adolescents experiencing clinically significant level of distress but also begin to understand the prevalent nature of emotional distress within this population (Daughter et al., 2014).
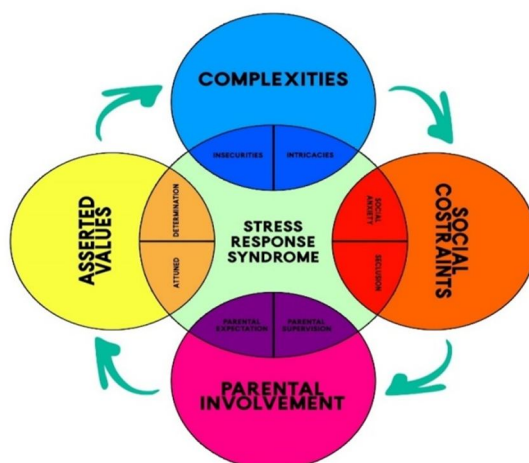


Figure 1 Simulacrum Interrelating Factors of Distress to Students

Figure 1 shows the four main themes centered on the central problem, namely complexities, social constraints, parental involvement, and asserted values, along with intersecting subthemes, two on each theme, which highlights the unity and interrelatedness of one theme to another. Complexities highlight the main issue or instance that makes a student distressed; it is the start of their story of distressed issue, therefore it is placed first at the top. It comprises of two subthemes, namely Insecurities and Intricacies. Second comes Social Constraints, where their distressed situation reaches the social dimension, often times they would even separate from society, among other things. Its subthemes are namely Social Anxiety and Inclusion (separation from society). When problems go worse if ever, the journey arrives at Parental Involvment, wherein they either consult help from their parents and ask for advices in order to combat this emotional conflict within themselves, or they would shy away and prefer not to talk about it with their parents, rather with their friend or someone closer. It has two subthemes, namely Parental Involvement and Parental Expectation. Ending this journey, they reach Asserted Values, wherein they have reflected upon their distressing thoughts and learn from them. It yields two subthemes, namely Attuned and Determination. According to the responses gathered overall, these themes have something in common based on their experiences the participants have mentioned in the interview. A simulacrum is a diagrammatic graphical representation, showing an overall summary of the research's results or findings, and are categorized according to their themes. Its goal is to formulate somewhat like a graphic organizer showing the themes gathered and should show their interrelatedness towards each other.

Deasy, Coughlan, Pironom, Jourdan, and Mannix-McNamara (2014) stated that the factors that contribute to the distress of students include study, financial, living, and social pressures. They also mentioned that students use various coping mechanisms to combat distress, which includes seeking social help, solving problems, and escape coping, which relates greatly to the said themes. Based on the central question, the interview questions were formulated and used to gather appropriate responses to the study. A total of six participants were chosen, with their permission, to conduct the interview with them to extract empirical responses for the sake of accuracy and relevance.

### B. Complexities

It is placed at the top, indicating the start of the paticipants' Distressing situations, under which includes insecurities and intricacies, which are commonly the first symptoms of a distressed student. Insecurities being one of its subthemes, is what they experienced in a form of sudden feelings or feelings attained from social surroundings. Some of the insecurities can result from their fate in the future (this hints lack of future-orientedness), of which they are uncertain of , which in this case, whether they do or do not see themselves with someone in the future, and having a sense of commitment to have these things in check.

"I see myself with someone in the future, but it's typical for me to do so as I have this insecurity that something may go wrong, and I won't have anyone to be with me in the future". – P2

This shows that he does see someone in the future, though he may have insecurities, thinking that something wrong may get in the way for him to have someone, and that that may go against his desire to be with someone.

In this case, the participant does see himself with someone in the future, but due to his commitment issues, in other words, his ability to keep and run a relationship for a long period of time, if not a lifetime.

"I do see myself with someone in the future, but since I have commitment issues, I do not see myself with them for a long period of time". – P1

Intricacies, on the other hand, is the overall issue or problem which triggers the sense of distress in someone, having not liking the situation that is arising. These are difficult and often unacceptable moments in one's life, which they try to solve, while going through the hard way solving it.

"It is difficult to cope with being distressed. I cope with it by repressing my memories though I know it's not a healthy way to do so. However, it is hard to find another coping mechanism that's healthy. I can only pour my feelings out through drawing but the pain doesn't go away in an instant. I find repressing my memories easier even though it impacts me negatively". – P1

"It is difficult to cope with distressing emotions because I do not know what to do, and I do not know what emotions to give, and I do not know how to talk to people about this, especially since I feel like I'm just being a burden to them. It's difficult for both myself and for the people around me". – P2

They both mentioned the difficulties in coping up with distressing situations, and finding the healthy method in order to cope with such situations. The first response says that they could "kill the pain" through hobbies, which in this case, drawing, however, the psychological pain still remains to be felt; it takes time to take effect and it is a painful process, according to Participant 1. The other option of thinking of positive memories found it to be easier for him, despite it impacting the participant negatively, which is somewhat counterproductive.

In case of the second statement, it shows similar implications, this time as a form of reaction from a certain situation. The participant seems to be psychologically confused as to how to react or respond to a distressing situation, and not knowing how to consult the situation to a friend. The participant thinks that he would be a burden to his friends because of they would begin to feel bad about him, and the participant does not want that kind of response from them. Talking about things like that is difficult for both himself and his friends, according to Participant 2.

"Being distressed started when I was in elementary. Things that made me distressed were difficult to handle and it started piling up until this point, and until now I still do not know how to handle these distressing feelings". – P2

Sometimes when distress is untreated or was not considered in somebody, it tends to become worse until it is too late and might require serious attention, just like this statement wherein it started getting worse since he was elementary, and at this point, with so much problems at hand, he seems to cram it all at once and as a result, he no longer knows what to do, leaving the problems bothering him, which then results to distress.

"I feel distressed whenever I feel like I'm trapped. When this happens, I can't do my hobbies without feeling drained". – P1

In this response, the participant mentions his feeling whenever he goes through things like this. Because of feeling "trapped", which makes him think too much of it, the participant can't do his hobbies, as he is often distracted by the issues he's going through.

"For example, school related, the works you have to do for example research or other subjects, it gets stressful for me when I don't know what to do or how should I manage my time and task I need to do or schedule it". – P5

This response can also relate to other students who experienced distress at one time. It gets stressful at times when there is work overload, and all needs to be finished at a close deadline, with short intervals. This will result to cramming, and when things do not go right, it could cause distress to a student. Furthermore, the participant mentioned time management and scheduling every task for completion, of which is lacking due to the lack of one's self-control. Cramming is not always a solution, and it often brings more chaos than productivity, if not done right.

*C. Social Constraints*

Other factors that lead to distress experienced by Senior High School students include social anxiety and seclusion. Currently, both of which are unfortunately being more discernible and occurring more frequently among adolescents.

Social anxiety is a form of mental health disorder that stems from the fear of being judged by others – it may be linked to low self-confidence or insecurity:

"The feeling of inferiority most of the times. My self-esteem also plays a factor to distressed feelings, and I start thinking that these said distressing feelings will bother everyone around me." – P2

"Like that, failing test. Whenever I see my parents disagreeing with my opinions about what I want in the future, that sometimes make me feel distressed." – P3

"Thinking of my inferiority and low self-esteem, as well as other factors like my studies makes me feel distressed as I do not know how to handle these situations for sometimes I feel like asking help would be a bother." – P2

Seclusion, on the other hand, is an act of isolating oneself from other people. There are many reasons – or even triggers – for why such an act will be made by someone, or a student, in this case. For instance, a student may seclude themselves because of personal thoughts and feelings:

"I do my hobbies alone because I hate people and I don't like doing stuff with them." – P1

"No, I don't see myself with someone." – P6

"Most likely I just cry to release all the pain." – P6

However, seclusion and social anxiety may go hand in hand, the feeling of disliking people, and disliking doing anything with them, may stem from a fear of being criticized or watched by them, which in turn, causes the act of isolating oneself as a form of defense mechanism:

"I'm not able to look and interact with other people, and it's very complicated for me to express my emotions." – P1

"Being distressed affected me by being isolated from others and I had less communication with my friends and family and my perception towards other people changed." – P6

"My coping mechanisms, like I said is to keep silent and stay focused, it helps my mind clear up with distressing thoughts. I try to keep these thoughts to myself so I don't affect or trouble other people since I want to be a person who brings positive vibes to others." – P4

Nonetheless, being withdrawn from other people doesn't always mean that it is caused by social anxiety or the like. It is entirely possible that it is simply how one was raised, how he/she has lived their life for the past few years, or they have other things they want to prioritize, as can be attested by a few students:

"No I naturally wanted to be happy and successful in what I am pursuing in." – P5

"By myself only, I find enjoyment more with only myself and because I grew up independently." – P6

"It has been a habit for me to keep silent and keep my composure in times of distressing situations and it has helped me improve in academic terms and my behavior in class." – P4

Social anxiety is a form of anxiety disorder. Therefore, it is entirely possible that distress may result not just from social anxiety in particular, but anxiety as a whole:

"Generally, I'm an anxious person. So, I feel distressed a lot of times, even when it is only a simple task. Right now, I would say that I'm distressed most of the time." – P1

"Whenever I am distressed or I am in a situation where I feel bad, I get anxious even it is not necessary although I get anxious a lot of times and when I do, I panicked a lot so my thoughts are scattered." – P5

Social anxiety and seclusion are only few of the many factors that impacts Senior High School students which causes them distress. What's more frightening would be, that they wouldn't know how bad it's already affecting them – or that they know, but they don't know what action to take.

"A person in distress may be rid of his or her self-image, self-esteem, and self-respect. Mental illnesses like anxiety or depression can cause distress, but some people may not be able to tell that the distress they're feeling is actually already worse than it is." – P1

Or that it is mainly because of such distressing thoughts and feelings that he/she refuses to seek help.

"It would be really troubling because people get involved in your problems and you would feel like you're bothering them to the point where you don't even want to ask for their help anymore even if you're still not okay and you don't know what to do with the distressing feelings." – P2

"The possible outcome caused by being distressed is that people would not understand my situation and it's really hard for me to explain myself towards them." – P6

Whichever the case is, it is extremely important for that person in distress, and the people around the said person, to be able to notice the alarming signs that can be observed. It is very important to take action whenever there is a need to do so. A helping hand and a friendly smile will always be appreciated.

### D. Parental Involvement

The involvement of parents is also one of the factors on distress experienced by Senior High School students, the way the students were brought up, the treatment they receive from their parents, and the expectations the parents have on them.

Distress on students can be linked to the parental support and the usual expectations of the parents to their children:

"Like that, failing test. Whenever I see my parents disagreeing with my opinions about what I want in the future, that sometimes make me feel distressed." – P3

"I do think that parents contribute to distressing conditions as they're the ones molding their children and will affect them greatly. It would affect the child if the parent did something bad or their parenting is not good." – P2

"For me yes because of the pressure from my parents so I push myself towards my limits." – P6

The development of the child is also linked to the experience of distress as the way they were brought up leaves memories that may affect their daily interaction with their parents and people in general:

"I guess most kids that are being forced by their parents have such, do this and that kinds of things, they turn out to be a rebel, like they go home late even though their parents tell them that they should go home early." – P3

"It depends. For example, my family and I have 3 siblings and I would sometimes think that my parents like my other siblings more, and sometimes I think they don't. In some cases, parents have preferences but parents want to avoid that most of the time, but the children can't avoid thinking that they do." – P2

"It actually depends on the type of parent the first one who acknowledges their children about something or how to help them emotionally or mentally the second type of parent does not establish that kind of connection to their children for me I have a good connection with my parents since there are times where we have conflict but all the time we always establish that good relation with one another good thing I am fortunate because there are parents who likes to push their children to go forward even though it's not the children's choice." – P5

### E. Asserted Values

The asserted values are also one of the factors that Senior High School students experience when they are distressed, consisting of attuned and determination as the sub themes of this factor.

This factor focuses on how the students learn and reflect on the things that gave them distress the common part of this is the coping mechanisms of the students. The Attuned value is how they are reflecting with the relevance of time, basically showing how they are being updated with it. As for the Determination value, this shows how determined they are from moving on from their distressed situations.

"I'll be blunt. Stop moping. It is okay to feel sad and distressed, but you need to fight against it because nothing's going to happen if you don't." - P1

"It's time for you to ask people for help. It's fine if you want to handle it by yourself but if you can't, then ask other people. You may be able to help yourself more with them." - P2

"I would tell them to keep calm, to not worry of what could happen, and put your all in what you can do to improve the situation." - P4

These responses show the determination value of the respondent's recommendation on how they can move on from the distressing situations that happens to them.

"I'm not really sure as I repress my emotions instead of confronting them. I can't say I have healthy coping mechanisms, but I do draw as another way of coping and it makes me forget what goes on around me for a while." - P1

"For me, my coping mechanisms would be to keep calm and compose yourself. You can never avoid being distressed, yet you need to stay focused and be on the right track, don't let yourself get distracted." - P4

"I cope up by just crying and think about the pain like what others say, feel the pain with one cry so next time you will be stronger." - P6

The responses above show their coping mechanisms when they are countered to being distressed, they have their different ways of coping with distressed situations.

Based on the findings above, the researchers were able to develop the themes and their subthemes according to the responses gathered in their interview. The themes are parallel to the empirical responses that the researchers were able to receive. Based on these responses, the researchers already know the experiences of the students in the Senior High School Department of Philippine School Doha, and this problem must be considered, as it can also cost their lives if nothing has been done to help them, should the problem arise.

The topic of distress (otherwise known as depression by most people) is a difficult one, considering that it is somewhat difficult to identify a person with distress, due to them hiding it or not speaking up for someone to help them out.

## IV.  DISCUSSIONS

Emotional distress is defined, in this study as an individual's experience of negative or unwanted emotions or emotional states that are sufficiently intense to disrupt or interfere with their day to day lives and interpersonal relationships (Fisher, 2015). It is important to consider how emotional distress is conceptualized, measured and defined within clinical adolescent populations.

Lee (2018) stated thatmany adolescents with depression and anxiety disorders do not consult mental health professionals. This study examines how emotional distress, ambivalence over emotional expression, and causal attribution of depressive and anxious symptoms are related to adolescents' preferred sources of help for these symptoms. 300 secondary school students in Singapore were surveyed in a study conducted by Lee (2018). Results show that distress, ambivalence, psychosocial causation, and biomedical causation were positively correlated with each other; distress was inversely associated with preference for seeking help from a family doctor; ambivalence was inversely associated with preference for a Traditional Chinese Medicine (TCM) physician; physiological causation was positively associated with preference for a medical doctor and TCM physician; and psychosocial causation was positively associated with preference for a mental health professional.

*A.  Complexities*

It is important to consider how emotional distress is conceptualized, measured and defined within clinical adolescent populations (Daughter, et. Al., 2019). Based on this research's results in the Findings part of the paper, various complexities were experienced by the participants, ranging from insecurities to academic dissatisfaction, however intricate the situations may be for the participant. Ra and Trusty (2015) found that emotion-oriented coping had a significant and positive relationship with acculturative stress. The significant association seen between psychological distress and other markers of emotional well-being, particularly risk of suicidal ideation and/or self-harm, highlights the need for a holistic approach to mental health assessment and treatment (Singh, 2017). Though this research conducted by Singh (2017) maybe a bit more extreme than what is exhibited in a Philippine School Doha setting, there is a chance that this may somewhat be an occurrence if not treated accordingly. A concerted focus on improving the environs of young adults by lowering levels of stress, improving access to adequate housing, educational and employment opportunity, will assist in improving the emotional health of young adults (Nagel, 2017).

The statements above strongly support the results from the participants of this paper, sharing their experiences of which the researchers have analyzed. Situations like these may trigger the psychological distress within a Senior High School student, slowly harming their emotional health and overall well-being.

Some of the students in the Senior High School of Philippine School Doha experienced distress as a result from academic performance, when they do not meet their parents' or their own expectations in such performances. Worst case scenario, this could end up terribly by harming themselves, though is unnecessary.Though self-harm is a significant problem among young people, the extant literature is somewhat unclear as to the meanings and functions of different forms (Curtis, 2016). A key contribution of this research is that, in contrast to constructions of <u>self-harming behaviours</u> as occurring on a continuum from the less to more severe with overlapping or confused motivations and intentions, the data suggest a cyclical pattern of behaviour, in which the protagonist moves between NSSI and suicidal behaviour, and NSSI is clearly counter-suicidal (Curtis, 2016).Past research identifies a number

of risk factors for adolescent self-harm, but often fails to account for overlap between these factors (Jones, 2017). This study investigated the underlying, broader concepts by identifying different psychological profiles among adolescents. Stanford, et. Al. (2017) compared new self-harm rates over a six-month period across different psychological profiles. Australian high school students ($n$ = 326, 68.1% female) completed a questionnaire including a broad range of psychological and socioenvironmental risk and protective factors (Stanford, et. Al. (2017). Non-hierarchical cluster analysis produced six groups with different psychological profiles at baseline and rate of new self-harm at follow-up. The lowest rate was 1.4% in a group that appeared psychologically healthy; the highest rate was 37.5% in a group that displayed numerous psychological difficulties (Hudson, 2017). Four groups with average self-harm had varied psychological profiles including low impulsivity, anxiety, impulsivity, and poor use of positive coping strategies. Identifying multiple profiles with distinct psychological characteristics can improve detection, guide prevention, and tailor treatment (Stanford, 2017).

According to Flett, et. Al. (2018), there are two interconnected main premises that follow from acknowledging the presence of young people who suffer in silence. First, the prevalence of anxiety and depression and other mental health problems among adolescents is not only large and growing, but it is also very much underestimated; that is, we are facing a much bigger problem than most people realize. Second, many young people are hiding their problems behind a façade, and they never seek help or even confide in friends or family members. In essence, they are "flying under the radar," and the people in their lives are largely unaware of this hidden psychological pain. There are hidden psychological pain and the reasons for it. (Flett, et. Al., 2018). It is acknowledged that secret mental health issues can take many forms, including secret acts of intentional self-harm and eating behavior (e.g., bulimia). It is also likely that some of the experiences that potentiate the false self are kept hidden due to the anticipated reactions of other people (e.g., the feelings of loneliness that often accompany depression and social anxiety).

The sources above serve as an explanation to the way the distressed students are going through, when they are not talking much about it with their peers or concerned people; they would rather keep it to themselves and not speak a word about it. This was seen particularly by a participant of this research wherein he did not tell anyone about his distressing thoughts because according to him, he did not want his friends to feel bad or pity him and to "add burden on his friends", of which he doesn't want for his friends to experience.

### B. Social Constraints

Siegel, Burke, Hamilton, Piccirillo, Scharff, and Alloy (2018) said that existing models of social anxiety scarcely account for interpersonal stress generation. These models also seldom include interpersonal factors that compound the effects of social anxiety (Siegel et al., 2017). Given recent findings that two forms of interpersonal distress, perceived burdensomeness and thwarted belongingness, intensify social anxiety and cause interpersonal stress generation, these two constructs may be especially relevant to examining social anxiety and interpersonal stress generation together (Siegel et al., 2017). Undergraduate students ($N$ = 243; $M$ = 20.46 years; 83% female) completed self-report measures of social anxiety, perceived burdensomeness, and thwarted belongingness, as well as a self-report measure and clinician-rated interview assessing negative and positive interpersonal events that occurred over the past six weeks (Siegel et al., 2017). Higher levels of social anxiety were associated only with a higher occurrence of negative interpersonal dependent events, after controlling for depressive symptoms. This relationship was stronger among individuals who also reported higher levels of perceived burdensomeness, but not thwarted belongingness (Siegel et al., 2017). It may be important to more strongly consider interpersonal stress generation in models of social anxiety (Siegel et al., 2017). Students in universities experience isolation beyond their classrooms and social circles where they are forced to face conflicts within themselves, as they struggle to adjust their mindset and psychological state throughout the learning process (Imperial College London, 2016; as cited in Shing Yu Jolene Lim and Vighnarajah, 2018). Feelings of isolation eventually lead up to depression among affected students and bring a rise in student attrition rate. Goncalves and Trunk (2014) found that students who felt isolated and neglected in campus faced grave obstacles in pursuing academic success, which may cause them to eventually choose to withdraw from their studies. In other words, psychological isolation poses as much risk as other forms of isolation in a student's university learning experience (Shing Yu Jolene Lim and Vighnarajah, 2018).

People who failed to relate effectively to others could be classified as suffering from either a psychotic disorder, such as schizophrenia; a psychoneurotic disorder, such as anxiety; or a personality disorder, such as an inadequate personality (characterized by "inadaptability, ineptness, poor judgment, lack of physical and emotional stamina, and social incompatibility"; p. 35). Schizoid personality disorder is described as another personality disorder characterized by social difficulties, specifically social avoidance. Interestingly, children with schizoid personalities were described in the manual as quiet, shy, and sensitive; adolescents were

described as withdrawn, introverted, unsociable, and as shut-ins (DSM-I; American Psychiatric Association [APA], 1952; as cited in Coplan and Bowker, 2014).

Test anxiety is a special fear for the test, which increases during examinations, even though there is no obvious anxiety in normal times. It is portrayed by uneasiness, dread, misery, and expectations of disappointment (Zeidner, 1998; Sieber, 1980; as cited in Sarı, Bilek and Çelik, 2018). Typically, it happens as a built up set of reactions to boosts, based upon the student's past encounters in testing circumstances (Sieber, 1980; as cited in Sarı et al., 2018). Students with test anxiety regularly encounter ruminating musings about potential disappointment joined by passionate pain and physiological excitement that is often translated as debilitating and risky. When they take the exam, they experience panic and thoughts of failure, causing them to believe that the testing circumstance represents a potential catastrophe (Sieber, 1980; Maxfield and Melnyk, 2000; Sarason, 1984; as cited in Sarı et al., 2018).

Solitude was an experience of aloneness afforded by a goodenough facilitating environment and was a necessary precondition during infancy and childhood for later psychological maturity and self-discovery and self-realization (Winnicott, 1958; as cited in Coplan and Bowker, 2014). In adulthood, spending time alone and away from others has also long been argued by philosophers, authors, and poets to be necessary for imaginative, creative, and artistic enterprises (e.g., Thoreau, 1854; as cited in Coplan and Bowker, 2014). In these perspectives, solitary experiences provide benefits when the individual chooses to be alone (Coplan and Bowker, 2014).

Distress extends along a continuum, ranging from common normal feelings of vulnerability, sadness, and fears to problems that can become disabling, such as depression, anxiety, panic, social isolation, and existential and spiritual crisis" (Holland et al., 2016, p. DIS-3; as cited in Stevens, 2017). Michel, Rowa, Young, and McCabe (2016) stated that emotional distress tolerance (EDT) has increasingly been recognized as a transdiagnostic vulnerability factor. However, research assessing EDT in anxiety disorder populations is lacking. The current study addressed this gap in the literature by examining EDT in a sample of outpatients with panic, social anxiety, generalized anxiety, or obsessive-compulsive disorders ($n = 674$), and by assessing its relationship to symptom severity and impairment (Michel et al., 2016). Results showed that poor EDT was common across diagnostic groups. However, correlation and regression analyses suggested that although EDT was associated with symptom severity and impairment, it did not account for unique variance in scores beyond the effect of negative affect, stress, intolerance of uncertainty (IU) and anxiety sensitivity (AS) (Michel et al., 2016). IU and AS had a stronger relationship with overall symptom severity and impairment in the regression models. Together, findings suggest that although EDT may be transdiagnostic, IU and AS are more relevant to our understanding of anxiety disorders (Michel et al., 2016).

Lim, Rodebaugh, Zyphur, and Gleeson (2016) stated that loneliness is known to be associated with multiple adverse physical outcomes, including higher mortality and morbidity risk. However, the impact of loneliness on mental health is less well researched, with most studies assessing how loneliness relates to depressive symptoms alone. It was hypothesized that two mental health symptoms that relate to the fear of others—social anxiety and paranoia—would contribute to loneliness (Lim et al., 2016). The results indicated that earlier loneliness positively predicted future states of social anxiety, paranoia, and depression. However, in the same model, earlier social anxiety was the only predictor of future loneliness (Lim et al., 2016). These results suggest that loneliness may be a potential antecedent to emerging mental health symptoms and that identifying and treating co-occurring social anxiety symptoms may reduce the severity of loneliness (Lim et al., 2016).

Ranta, Greca, Garcia-Lopez, and Marttunen (2015) suggested that social anxiety disorder (SAD) is one of the most prevalent mental health disorders in adolescence and tends to be a chronic, stable condition that severely disrupts long-term functioning. Despite this, SAD is under-recognized and undertreated, in part due to it being underestimated by parents and teachers. Accurate detection and diagnosis are needed for adequate treatment (Ranta et al., 2015). Assessment approaches that incorporate reports from multiple informants have the potential to measure important variations in youths' symptom presentations, such as when they experience concerns in some social contexts not but others. Significant advancements involve developing clinical procedures that integrate measures of biological processes (e.g., assessments of cardiovascular and brain responses) with traditional clinical tools (e.g., youths' responses on clinical interviews, questionnaires, and behavioral tasks) (Ranta et al., 2015). In addition, screening with short/brief measures would enhance one of the barriers to implementation of assessment protocols. School is also a place where young people can be easily reached for screening and implementing mental health promotion and protection programs (Ranta et al., 2015).

Segrin, McNelis, and Swiatkowski (2016) suggested that the social skills deficit vulnerability model predicts that poor social skills minimize opportunities to acquire social support, in turn, leading to the proliferation of psychological distress. This prediction was tested in a 2-wave longitudinal study that assessed 211 emerging adults at Time 1 (T1), with a 70% response rate 1 year later at

Time 2 (T2) (Segrin et al., 2016). The results indicated that, after controlling for psychological distress at T1, social skills at T1 had an indirect effect on lower psychological distress at T2, through higher social support (Segrin et al., 2016). Thus, people with poor social skills may be vulnerable to the development of psychological distress because they have less access the protective effects of social support (Segrin et al., 2016).

A study was conducted by Cavanaugh and Buehler (2015), wherein they tested whether cumulative support (i.e., parental, interparental, peer, and teacher) was associated with decreases in youths' loneliness and social anxiety during early adolescence. The unique associations of support sources and moderating effects of youth gender also were examined. Participants included 416 youth in sixth grade at the beginning of the study (mean age = 11.86, *SD* = .69; 91% European American) (Cavanaugh and Buehler, 2015). Cumulative support during sixth grade was associated with decreased loneliness and social anxiety across early adolescence, and it was found that the association with decreased social anxiety was stronger for boys than girls (Cavanaugh and Buehler, 2015). Parental and peer support were uniquely associated with decreased loneliness and social anxiety, respectively (Cavanaugh and Buehler, 2015).

### C. Parental Involvement

It is evident to the Senior High School students that their distressing upbringing is also found through the foundation of parents alone. Parenting is an essential foundation for the Senior High school Students if done right, failure to comply such responsibility could damage the overall development of their child mainly physically, emotionally, and mentally. Additionally, current research has indicated greater parent participation leads to increased student retention rates (Chen & Gregory, 2010; as cited in Runcorn, 2018), a decrease in academic failure, a reduction in dropout rates (Hoover-Dempsey et al., 2005; as cited in Runcorn, 2018), and fewer negative behaviors (Peña, 2010; as cited in Runcorn, 2018).

The Senior High School students are at the stage of adolescence and given the vast change of the given generation there will be hurdles that the parent must overcome to lead them to a better future. In addition, adolescence is a period of life moving between childhood and adulthood. It consists of two things primarily the biological growth and the major social role transitions which had changed over 20th century (Kinghorn et al., 2018), meaning with new generation comes new set of forces that adolescents should overcome, of course with the help of their parents. In the growth stage in particular, the role of parental support is crucial in the development of one's vocational self-concept, personal agency and self-efficacy which determines one's success in undertaking developmental tasks during early adulthood and in later life (Savickas, 2002; as cited in Guan et al., 2016).

It is through their help (by teaching or giving foundation to the adolescents) as to why the adeolescents have grown towards the realities bounded by society. To truly prove the influence of parents towards their adolescent son or daughter, the findings conducted by Gordon and Cui (2015) stated that having a positive parenting brings career success in the adolescent stage. Furthermore, this career success is their central quality in     terms of their purpose, life satisfaction, and mental health. Most of adolescents in this generation are incredibly smart, although they tend to grieve more on the emotional side hence, they require regulation. That is where the parents of this generation play an important role to children and adolescents.

Parent, McKee, Rough, Forehand (2015) said that parents reported on their dispositional mindfulness, mindful parenting, positive and negative parenting practices and their child's or adolescent's internalizing and externalizing problems. Consistent findings across all three developmental stages indicated that higher levels of parent dispositional mindfulness were indirectly related to lower levels of youth internalizing and externalizing problems through higher levels of mindful parenting and lower levels of negative parenting practices. Parental responsiveness (warmth), behavioral control, autonomy granting, and an authoritative parenting style were associated with better academic performance both concurrently and in longitudinal studies, although these associations were small in a statistical sense. Parental harsh control, and psychological control, as well as neglectful, authoritarian, and permissive parenting styles were related to lower achievement with small to very small effect sizes (Pinquart, 2016)

In general, three parenting dimensions have been identified: warmth/affection vs. rejection/hostility, inconsistency vs. control, and support for autonomy vs. coercion (Skinner et al. 2005; as cited in Ruiz-Ortiz, Braza, Carreras, Muñoz, 2017). Inconsistent or poor supervision seems to increase aggressive and antisocial child behavior (Beyers et al. 2003; Tavassolie et al. 2016; as cited in Ruiz-Ortiz, 2017). Hostile discipline and the use of power techniques, such as physical punishment or deprivation of privileges, have been negatively associated with children's adaptive behavior (e.g., Cornell and Frick 2007; as cited in Ruiz-Ortiz, 2017). In contrast, warm, affective, responsive and inductive parenting tends to lead to prosocial behaviors among children (Carlo et al. 2011a; Miklikowska et al. 2011; as cited in Ruiz-Ortiz, 2017). In Self-Determination Theory (SDT), the relation between perceived parenting and identity development is possibly mediated by the individual's perception of having his or her own psychological needs satisfied or frustrated (Deci & Ryan, 2000; Vansteenkiste & Ryan, 2013; as cited in Cordeiro, Paixão, Lens, Lacante, Luyckx,

2016). Parental support would relate to an integrated identity through feelings of autonomy, competence, and relatedness need satisfaction (Deci & Ryan, 1985, 2000; Ryan, 1995; Ryan & Deci, 2000; as cited in Cordeiro et al., 2016). On the other hand, parental control would undermine the development of an integrated identity because controlling parental behaviors actively block or thwart the satisfaction of the child's psychological needs (Vansteenkiste & Ryan, 2013; as cited in Cordeiro et al., 2016). In this case, parental control would relate to the development of the subjective feelings of autonomy frustration, competence frustration, and relatedness frustration (Deci & Ryan, 1985, 2000; Vansteenkiste & Ryan, 2013; as cited in Cordeiro et al., 2016). Of course, there is the medium as to where parents should show their children all the attention, care, and love for them. According to some findings inferred by the researchers, some senior high school students find it a hassle to even go outside mainly his or her parent is overprotective, some students responded with parents with high demand or expectation leaving them distressed.

Floyd and Pauley (2011; as cited in Hesse, Mikkelson, Saracco, 2017) discussed several potential problems of receiving (parent-child) affection, including the expectation of reciprocity and perceived manipulation. Other general problems include the need to protect against face threats, the guilt of unrequited affection (Baumeister, Wotman, & Stillwell, 1993; Erbert & Floyd, 2004; as cited in Hesse et al., 2017), and unwanted affection (Floyd & Burgoon, 1999; as cited in Hesse et al., 2017). Researchers believed that this is caused by over parenting or too much attention to their children. As Perez (2017), cited that recently, studies have examined overparenting as a predictor of negative mental health symptoms in emerging adulthood (Schiffrin et al., 2014), which has been characterized as the time from the end of adolescence to the young-adult responsibilities of a stable job, marriage, and parenthood. According to Creswell et al. (2008; as cited in Darlow, Norvilitis, and Schuetze, 2017), parents' overinvolvement comes from the perception that the child is vulnerable and is a reaction to prevent child distress. However, this reaction only enhances childhood anxiety. Overparenting hinders the development of coping mechanisms, leading students to feel that they lack control over their lives, resulting in a lack of volition (Schiffrin et al. 2014; as cited in Darlow et al., 2017). This subsequently leads to increased reports of stress by students (Segrin et al. 2013; as cited in Darlow et al., 2017). Adolescent and adult children's report of helicopter parenting has been associated with an increased use of medications for depression and anxiety (LeMoyne and Buchanan 2011; as cited in Schiffrin and Liss, 2017) as well as higher levels of neuroticism and interpersonal dependency (Odenweller et al. 2014; as cited in Schiffrin and Liss, 2017). Parent reports of their own helicopter parenting have been linked to worse psychological adjustment in children such as higher levels of anxiety, distress, and narcissism (Rousseau and Scharf 2015; Segrin et al. 2013; as cited in Schiffrin and Liss, 2017).

Baumrind (1975; as cited in Barton and Hirsch, 2015) suggested that permissive parenting leads children to become selfish, demanding, and inconsiderate, and some research indicates that permissive parenting predicts children's narcissism (Ramsey, Watson, Biderman, and Reeves, 1996; as cited in Barton and Hirsch, 2015). Overparenting, which shares the trait of unnecessarily high responsiveness to the perceived—but often not real—needs of children, has been associated with higher levels of narcissism and entitlement among adult children (Segrin, Woszidlo, Givertz, and Montgomery, 2013; Segrin, Woszidlo, Givertz, Bauer, and Murphy, 2012; as cited in Barton and Hirsch, 2015). Daughters and colleagues (2014) found that the social expressions of emerging adults' emotions and emotion regulation are environmentally influenced, particularly in the family context. Considering this, it has been suggested that parental behaviors may contribute to lower levels of emotional distress tolerance (DT) as cited in Perez (2017). Recent studies involving psychological parental control have found associations with negative correlates such as communication deficiencies and greater levels of depression and anxiety in emerging adults (Odenweller, Booth-Butterfield, and Weber, 2014).

Additionally, Odenweller et al. (2014) found that while parents seem to communicate consistently with their children, it may be considered excessive in some cases. Odenweller and colleagues (2014) found that emerging adults who experienced overparenting reported greater depressive symptoms, abused painkillers more frequently, and were prescribed to antidepressant medication. This is to say that parenting should be in regulation.

### D. Asserted Values

The stage of Adolescence tends to understand or contemplate as to how important or how valuable they are on life itself. This is called as being attuned or the ability to perceive or to be sensitive towards an object. It is important for the adolescents to have a given point of view, of course they must identify themselves as to who they are and what is their purpose. Hence, they must undergo a process called identity formation. Identity formation as defined by the researchers Velez and Spencer (2018) with regards to Erikson, that it is framed as a noticeable developmental challenge for adolescents. Moreover, its biological, cognitive, and social changes that occur in adolescence that stimulates young people to think about themselves, reflect on the kind of people they want to become, and find their place in society (Crocetti et.al., 2017).

The results gathered all pinpoint to how an individual copes to a distressing situation. These findings show an individual's behavior and ways of addressing a certain situation. Cohen et. al. 2008 study (cited in Hyseni and Hoxha 2018) stated that coping mechanisms are identified as problem-focused or emotion-focused, and that this identification is based on an individuals behavioral and cognitive efforts in facing stressful encounters. These behaviors are what identifies an individual in how they face different situations in life, whether it be having the determination to face it head-on, or brushing it off as just another happening in life. Moving aside, the other agent that is to be considered after oneself, is finding the purpose on life that an adolescent wanted to feel contented to a life that is not full of regrets. After going self-identity, it is time to revolve around the social view to oneself, mainly the adolescent's purpose in the life. There is a value reflected here called grit,

A grit according to Hill, Burrow, and Bronk et al. (2014) is a passion and perseverance for one's goals, it has been consistently demonstrated as an adaptive resource across multiple domains. Their studies talk about how having a life direction may help more than positive affect when predicting who is likely to become grittier over a college semester. So, to find the purpose in life with regards to oneself it is important to follow up through self-inquiry about the things that you are passionate about whether it is school, sports, arts or any field that you feel valuable for. These are key procedures that one must do for attuning one's value towards themselves, although majority of adolescents do find it hard to contemplate on these measures. Failure get attuned to could lead to negative consequences. Take for example of the study inferred by Cunha, Xavier, Castilho et.al (2015) with regards to the negative consequences is that, it creates self-compassion which is an adaptive self-attitude where it considers personal inadequacies or difficult life situations that seems to be crucial to adolescent's experience. However, there are alternatives to as how adolescents adapt to this situation, they have a given social group that help and aid their fellow pair towards the perception of life but remember to choose wisely of whose group of social structure you are choosing. Choose the one that is non-judgmental for they are more reliable compared to the one who reacts every time he or she is trying to share something as well as gossip it after the discussion. Moreover, avoid a group of friends that is a bad influence for you, this will just put you even to a deeper questioning of oneself. Although he or she got friends, one of the best people that any adolescent could ever talk to is their family, they are the foundation to the overall growth of an adolescent, they have monitored them non-stop, whenever they are alone, they are comforted by their parents.

## V. CONCLUSIONS

The findings of this phenomenological study show the empirical responses, describing the students 'situations, how it's like to go through distressing situations, how to cope with such emotion, and so on. the problematic or complex situations each participant went through differed according to what caused their feeling of distress. Some mentioned school related, which most of the Senior High School students share similar instances, wherein they did not perform as good as what they wanted, making it difficult for them to accept, therefore they did something in order to avoid it from happening. According to Kigali (2016), the worst thing that can happen to a learner is sitting in a classroom with a mind that is preoccupied with despair. Such a student will pay limited attention in class and consequently this reflects on the general performance. This proves that adolescents having depression or distress can greatly affect their academics. They are less likely to focus when their minds are on to some other things. Another mentioned something about their hobbies, which is a sport. The participant's father was disappointed with his performance and that he was below average, according to one of the participants. Furthermore, some complexities shown were also from the difficulties in coping with distressing emotions. The feeling of being "trapped" and the thought of "not knowing what to do" was also mentioned, which are some of the most common empirical descriptions of distress given by most students in PSD SHS. This psychological pain takes time to heal and is often hard to come up with when distress happens to people of young age; it is common in the adolescent stage.

Distress is often occurred by social constraints like social anxiety and seclusion, otherwise known as social isolation. The fear of 'being judged' by some people are one of the reasons why distressed students don't speak up their situations, as one of the participants said that he doesn't want to make his friends feel bad for him or "add to their burden". Moreover, seclusion and social anxiety may go hand in hand, the feeling of disliking people, and disliking doing anything with them, may stem from a fear of being criticized or watched by them, which in turn, causes the act of isolating oneself as a form of defense mechanism. Parental Involvement could result either in a good resolution or otherwise. Sometimes it could make the situation go worse, sometimes it helps the distressed adolescent get better. According to Moyer and Sandoz (2014), every day, parents must navigate a role that is at the same time both very rewarding and very stressful. Coping with the balance between stress and reward can have immediate and long-term effects for both parents and children, including ineffective parenting strategies (Moyer, 2014). Emotional difficulties, such as anxiety and depression, increase the risk for these ineffective parenting strategies. The impact of parental

distress on family functioning is further complicated by the relatively high correlation between parent distress and child distress (Moyer and Sandoz, 2014). Cobham, et. Al. (2016) proposed that there is widespread support for the hypothesis that, post-disaster, children's mental health is impacted—at least in part—via the impact on parents, parenting, parent-child interactions, and the family environment. To some degree, the enthusiasm with which this hypothesis is held outstrips the evidence examining it (Cobham, et. Al., 2016).

At the end of their distressing journey, comes their moral of the story, wherein they learned something from the distressing situations, based from their reflections of that particular situation. Asserted values have been received to them, of which are attuned and determined. With these values attained, they can apply it if ever another problem will arise in their lives, and that they won't have to go through this negative feeling anymore and calmly solve it. Kugbey et al. (2018) said that subjective happiness was found to have a significant predictive effect on the level of overall psychological distress among students. That is, high reported subjective happiness resulted in decreased levels of overall psychological distress. It was further observed that although subjective happiness correlated significantly and negatively with depression, anxiety and stress, it only significantly predicted decreases in depression. For instance, Pompili et al. (2015) found in their study that subjective happiness was significantly and negatively correlated with depression and suicidal ideation among students. Since wellbeing and subjective happiness are closely related, it can be inferred that individuals who rated themselves to be happy are less likely to experience psychological distress in the form of depression, anxiety and stress (Pompili, et. Al., 2015). The findings suggest that when students are happy, they are likely to experience less psychological distress in the form of depression anxiety and stress and therefore, measures need to be put in place to ensure students remain relatively happy to enhance their academic work and general wellbeing (Pompili, et. Al., 2015).

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## BIOGRAPHICAL SKETCH

***Hesham A. Abdurasid*** was born on July 30, 2001. He is currently a Grade 12 student under the strand of Science Technology Engineering Mathematics (STEM) at Philippine School Doha. He graduated Junior High School at the same school. He has participated in seminars about research during his Senior High days. He has earned a variety of awards during his Junior High days, awards such as being the Best in MAPEH and Best in English, he was also part of the Top 10 during SY 2016-2017. He has participated in various events such as spelling competitions, poster making, and Battle of the Bands.

***Kafelnikov C. Dela Rosa*** is recently studying on Philippines School Doha. He is currently in the 12th grade under STEM (Science Technology Engineering and Mathematics). He aspires to become a computer scientist to better understand how such computers work in a mechanical way to further grasp the knowledge with the future of computers known as quantum computers. Of course, academic wise, he had joined extra-curricular activities such as intramurals where he was given a gold medal for table tennis doubles. Mathematics based competitions such as the rubric's cube master where he got 3rd place, Math Olympics, as well as the search for Mr. and Mrs. Sipnayan in 2015. As time goes by, He realized life gets tighter and tighter to him building all the pressure and stress to his side as well so as the group, so he and his group decided to come up with this research study to further understand as well as find solutions or recommendations that is necessary for students who are the same experience as we do.

***Younis K. Sumaling*** is currently a Grade 12 student in the Science, Technology, Engineering and Mathematics (STEM) Strand in the Philippine School Doha in Qatar. He received two consecutive Laureola Bronze Award from the Second Semester of Grade 11 to the First Semester in Grade 12. He is the member of the Senior Boy Scouts of the Philippines Movement, being their Senior Scribe Master and the Crew Leader of Land Crew. He was also the Semi-Finalist, earing 1st place to represent his school in the 3rd PICE Math Competition held in Qatar. During his Junior High School Days, he received an Academic Distinction Award, with top 7 in 4th Quarter in Grade 10. He also participated in the Science Investigatory Project Exhibit in the Research Congress in Grade 10 as well. After his graduation from High School on April 2020, he wishes to return to his home country, The Philippines, to study in his home province in Nueva Vizcaya, to pursue Civil Engineering Course in Nueva Vizcaya State University, where his father once studied in. He wishes to further complete his education until his Doctorate Degree sometime in the future.

***Danielle Tess A. Dofredo*** is currently a Grade 12 student under the Science, Technology, Engineering, and Mathematics (STEM) Strand at the Philippine School Doha in Qatar. She has been a receiver of the Laureola Bronze Award for three consecutive semesters from Grade 11 and Grade 12. She is also currently a member of the LINK organization as a layout artist. During her Junior High School days, she was a receiver of the Academic Distinction during the 7th grade, and she, along with her former research groupmates, participated in the Research Congress during Grade 10. After she graduates from High School on April 2020, she will go back to her home country, the Philippines, in order to continue her studies and pursue Architecture.

***Aliyah Dana M. Guiang*** was born on June 10, 2002, in the land Sta. Maria, Bulacan, Philippines, she is currently a 12th grade Senior High School student studying in Philippine School Doha under the academic strand of STEM (Science, Technology, Engineering & Mathematics). She was a loyal student studying in Philippine School Doha for 12 years from preschool til senior high school, though she once left Philippine School Doha during her 3rd grade and studied in the school of Liceo Di San Lorenzo in PulongBuhangin, Bulacan. She graduated her Preschool, Elementary and Junior High School in the school most known for its excellence in wisdom and knowledge, Philippine School Doha. She is also aspiring to enter the school of University of Santo Tomas in the Philippines taking the program of Bachelor of Science in Nursing and might continue o study for medicine. She is a student that dreams and aspires to be someone known to be successful someday in the future, she has different capabilities and abilities that will soon be shown out to the world. Having an amazing support system around her is what gives her strength and inspiration to continue to strive for a victorious and successful outcome in life.

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