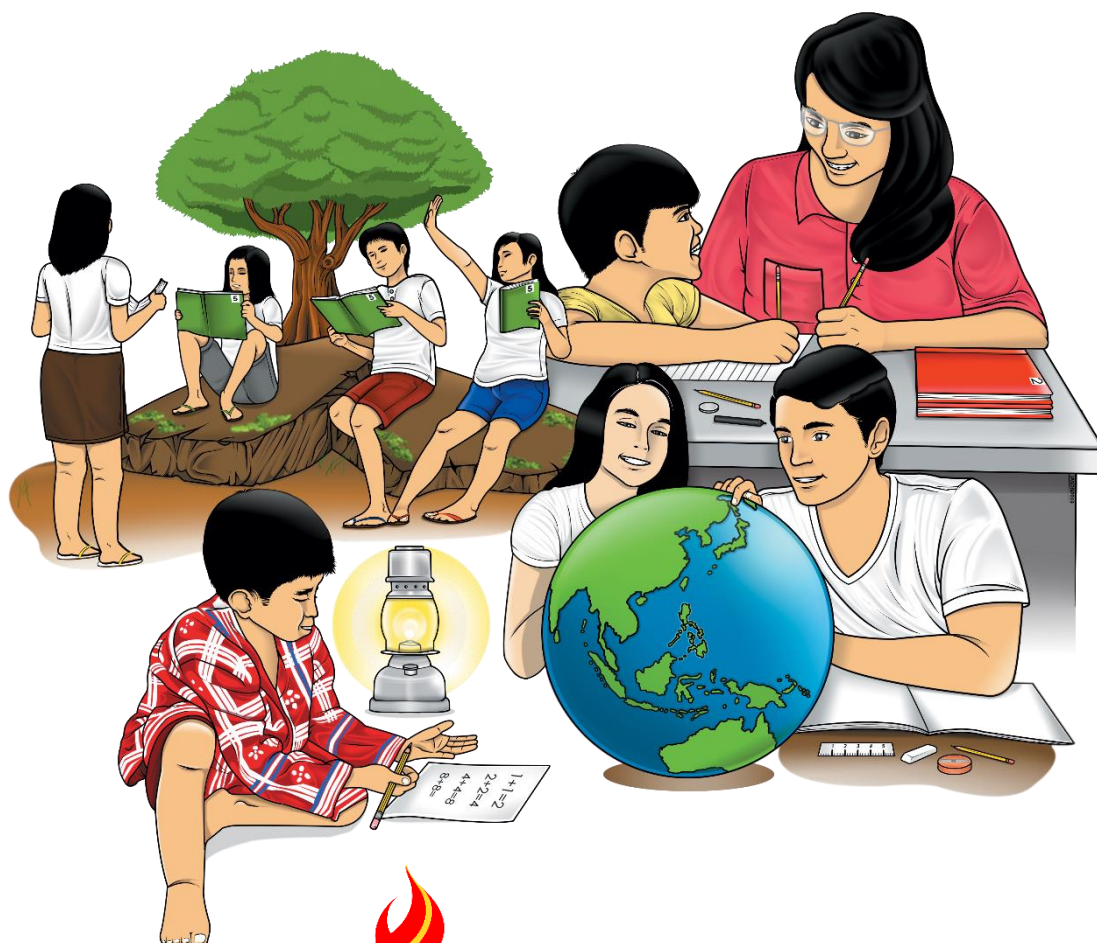


# Personal Development

## Quarter 1–Module 9: Identifying Cause and Effect of Stress in One’s Life



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**Personal Development  
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Quarter 1 - Module 9: Identifying Cause and Effect of Stress in One's Life  
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**Development Team of the Module**

**Writers:** Mary Grace C. Morales

**Editors:** Gorgenia C. Japa

**Reviewers:** Sherelyn N. Mijares, Jean L. Reyes, Jerome C. Hilario, Jesusa L. Partosa,  
Aira Myr T. Marbibi, Priscilla V. Salo

**Illustrator:** Gilbert R. Esquerra

**Layout Artist:** Diana F. delos Santos, Rosanito S. Paras

**Management Team:** Francis Cesar B. Bringas  
Job S. Zape Jr.  
Ramonito Elumbaring  
Reicon C. Condes  
Elaine T. Balaogan  
Fe M. Ong-ongowan  
Christopher R. Diaz  
Juan R. Araojo Jr.  
Cristina C. Salazar  
Priscilla V. Salo  
Bernadette B. Patag  
Rosanito S. Paras  
Rochene I. Garcia

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**Department of Education – Region 4A CALABARZON**

Office Address: Gate 2 Karangalan Village, Brgy. San Isidro, Cainta, Rizal  
Telefax: 02-8682-5773/8684-4914/8647-7487  
E-mail Address: lrm.d.calabarzon@deped.gov.ph

# **Personal Development**

## **Quarter 1–Module 9:**

### **Identifying Cause and Effect of Stress in One’s Life**

## **Introductory Message**

This Self-Learning Module (SLM) is prepared so that you, our dear learners, can continue your studies and learn while at home. Activities, questions, directions, exercises, and discussions are carefully stated for you to understand each lesson.

Each SLM is composed of different parts. Each part shall guide you step-by-step as you discover and understand the lesson prepared for you.

Pre-tests are provided to measure your prior knowledge on lessons in each SLM. This will tell you if you need to proceed on completing this module or if you need to ask your facilitator or your teacher's assistance for better understanding of the lesson. At the end of each module, you need to answer the post-test to self-check your learning. Answer keys are provided for each activity and test. We trust that you will be honest in using these.

In addition to the material in the main text, Notes to the Teacher are also provided to our facilitators and parents for strategies and reminders on how they can best help you on your home-based learning.

Please use this module with care. Do not put unnecessary marks on any part of this SLM. Use a separate sheet of paper in answering the exercises and tests. And read the instructions carefully before performing each task.

If you have any questions in using this SLM or any difficulty in answering the tasks in this module, do not hesitate to consult your teacher or facilitator.

Thank you.

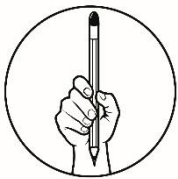


## ***What I Need to Know***

This module is designed and written to help you cope with stress which you will encounter in your middle and late adolescence period, and give you understanding about the sources of stress as well. The scope of this topic will focus on identifying causes and effects of stress in one's life. The learning experience that you will gain in this module will help you in your stress management and problem-solving as you face more challenges in life. The lessons are arranged to follow the standard sequence of the course in identifying the causes and effects of stress in one's life (**EsP-PD11/12CS-If-5.1**).

After going through this module, you are expected to:

- Identify the causes and effects of stress in one's life
  1. Enumerate the sources of stress.
  2. Determine the effect of stress.



## ***What I Know***

Choose the letter of the best answer. Write your chosen letter on a separate sheet of paper.

1. Stress is the body's reaction to challenge.  
a. True                      B. False
2. Difficulty in concentration to one's task is a sign of stress.  
a. True                      B. False
3. Being with your closest friend can help lessen your stress.  
A. True                      B. False
4. Calmness is negative stress.  
A. True                      B. False
5. Stress is a term that has been linked to varied concepts and operations.  
A. True                      B. False
6. Different people have different stresses.  
A. True                      B. False
7. Adolescents with low self-esteem are dissatisfied with life.  
A. True                      B. False
8. Stress can be avoided  
A. True                      B. False

9. Stress and anxiety are the same things.  
A. True                      B. False
10. Can being easily annoyed and usually irritable be an emotional warning sign of too much stress?  
A. True                      B. False
11. Mary was happy upon receiving her promotion. Did her promotion give her positive stress?  
A. Yes                      B. No
12. Which kind of emotion did Eloise feel after winning in the declamation contest?  
A. Good                      B. bad
13. Eljim's cell phone is an old model. His friend told him to update his CP. What kind of stress Eljim may feel?  
a. Good stress              B. Bad Stress
14. Marian has many school projects to finish. Is school pressure cause stress to her?  
A. Yes                      B. No
15. Eric started to worry about his future. He said that he could no longer adapt to the new changes in computer programming since the day he stopped teaching. What factor of stress is he experiencing?  
A. physical factor              C. academic factor  
B. emotional factor              D. mental factor

## Lesson

# 9

## Identify Causes and Effects of Stress in One's Life

Experiencing stresses in life may lead you to struggle and may direct you to unwanted emotions such as anger, frustration, and nervousness. These may result in tensions which in return affect your physical, mental, and emotional responses.



### *What's In*

Write True if the statement is True, and False if it is False. Write your answer on your notebook.

- \_\_\_\_\_ 1. Mental health includes psychological and social well-being.
- \_\_\_\_\_ 2. You can determine how to handle stress.
- \_\_\_\_\_ 3. Mental health is important to adolescents.
- \_\_\_\_\_ 4. People with high psychological well-being are happy and satisfied with life.
- \_\_\_\_\_ 5. Emotional instability creates low health self-esteem.
- \_\_\_\_\_ 6. The presence of anxiety is accompanied by fears and difficulty concentrating with the daily task.
- \_\_\_\_\_ 7. Adolescents with low self-esteem are dissatisfied with life.
- \_\_\_\_\_ 8. Stress is always a negative experience.
- \_\_\_\_\_ 9. Admitting what you feel is a sign of weakness.
- \_\_\_\_\_ 10. Stress is always shown in physical symptoms.



### *Notes to the Teacher*



1. Please remind the students to write their answers in a separate notebook.
2. Assist the students while answering the true or false activity. Further give supporting reasons why the statement is true or false.
3. Prepare the students for the next activity.



## ***What's New***

Do you recall a situation or event that caused you to lose control? How did it affect you?

List down inside the box the events or people that cause your stress? On the other box state your reaction about these.

<b><i>Causes your stress</i></b>	<b><i>Your Reaction</i></b>
	

Process Questions:

1. What have you felt after writing the causes of your stresses?
2. While writing your reaction from the source of your stresses, what have you realized?
3. Do you think you have control over your reaction?
4. What did you do to feel better?
5. Are your reactions good or harmful to you or to others?
6. Why do you think adolescence like you are experiencing these kinds of stressors?

Let us discuss why these emotions are common to almost all teenagers by identifying the causes and effects of stress in one's life.





## ***What is It***

**Stress** is a simple reaction to an input that disturbs our physical and mental balance. It is ever-present in everyone's life in various situations and activities. Therefore, you are not exempted from experiencing stress.

Different people have different stresses. As a student, you, too, have various stressors. These are the commonly cited causes of stress of the students:

- peers
- examinations
- making portfolios
- returning to study
- poor time management
- bullying
- overcrowding
- noise
- meeting the deadlines
- difficulty in organizing work
- various tasks from each subject
- leaving assignments to the last minute
- adjusting to life as senior high school students
- parents or problems at home
- balancing between family and school
- difficulties with personal relationships (e.g. infatuation, crushes)

## **The Good Stress and The Bad Stress**

There are two types of stress, “eustress”, which is the term for positive stress or good stress, and “dystress” which refers to negative stress or bad stress as cited by Dr. Lazarus, building on Dr. Selye's work. He said that there is distinction between eustress and dystress. In everyday life, we always use the term "stress" to describe negative situations. This directs many people to believe that all stress is bad for people, which is not true. Eustress, or positive stress, can motivate someone to regain enthusiasm in their endeavor, it can give excitement to revitalize performance.

### **Causes of Good Stress:**

Good stress is the type of stress you feel when you are excited. Your hormones surge high and your pulse quickens. You feel that you are far from stress.

***The following are examples of good stresses:***

- being promoted in the job
- having your first date
- becomes number one in your class or competitions
- receiving good commendations from family, friends, and relatives
- acquiring and possessing new gadgets
- during holiday seasons
- passing in your examinations
- meeting your old closest friends
- starting a new business
- additional allowance
- having outdoor activities together with your classmates
- jamming/bonding

**Causes of Bad Stress:**

It happens when you feel stressors that burden you and put you over a seemingly hopeless situation which hinders your problem-solving capability. Chronic stress is the response to emotions that bring pressure to an individual wherein they think that they have little or no control on the situations. These stresses may cause anxiety.

***The following are the examples of bad stress:***

- death of family members
- losing a job
- failed to submit a task on time
- hospitalization
- illness/sickness
- sleep problem
- abused / neglected
- bankruptcy/lack of finances
- separation of parents
- conflict with peers
- physical appearance
- being bullied
- sexual abuse
- traumatic experience
- dropping out of school
- lack of gadgets/ poor gadgets
- left behind from trend
- emotional problems
- unhappy home/broken family
- receive a reprimand from authority

The causes of stress, either positive or negative, have an impact on teenagers. If you are overjoyed and you can't contain the positive effects of stress, you may end up facing a negative response.

According to George Essel and Patrick Owusu (2017) in their research on “causes of students’ stress, its effects on their academic success, and stress management by students”, there are different factors that cause stress among the students. In the case of Environmental factors, worries about the future was the main factor causing stress among students, whereas, class workload was the main element of stress concerning to the Academic factors. In the category of Personal factors, financial problems caused the most stress to students. The causes of stress can affect many aspects of life.

Environmental factors of stress occur when an event or stimulus requires us to change in some way that makes a change the living environment a stressful experience. Apart from moving from home to school, commuting going to school, bumping into new faces on campus, disorders from roommates, etc. is tensed experience.

Academic factors of stress are the responsibilities related to work in school. While in school students will certainly compound to a heavy academic load which is bound to result in stress. Some factors that happen in the academic curriculum that causes so much stress to students. So many things take place in the day-to-day activities of the academic processes that make students stress up.

Physical factors of stress deal with health issues which are the concern of everyone because bad health causes a lot of damage to the life of a person. In the life of a student, health problems cause a lot of stress and this stress turns out to even make the conditions worst by adding insult to injury. Stress can lead to physical symptoms including headaches, upset stomach, elevated blood pressure, chest pain, and problems sleeping.

Emotional Factors of stress involve emotional problems (depression, anxiety, anger, grief, guilt, low self-esteem) Taking care of an elderly or sick family member. A traumatic event, such as a natural disaster, theft, rape, or violence against you or a loved one. It may lead to chronic disease if not properly handled.

## **Effects of Stress**

Most young people go through situations that cause stress. Most of the time, these stressors pile up, affecting behavior once stress hits the individual. Whether good or bad stress, both may result in developing good or bad effects. Since this is a part of life, and everyone may experience it, there is a need for you to know the different effects of these stressors.

Too much stress can affect your mood, behavior, action, performance, and even your relationships. It is important to help yourself identify signs of stress, how it affects you, and what you can do about it. The following are some examples of positive stressors and negative stressors.

### **Some good effects of positive stress:**

1. motivate individual to pursue his goal
2. create a positive effect in every human endeavor
3. boost someone’s morale
4. benefit good health / create good immune system
5. increases performance
6. become more responsible

7. handle things lightly
8. enhance memory
9. drive to surpass the previous achievement
10. improve decisions
11. help someone to grow more with a pleasant attitude
12. have a positive view for the future

**Some of the bad effects of negative stress:**

1. Depression
2. Aggressive behavior
3. Suicidal tendency
4. Involvement in fighting
5. Involvement in gambling
6. Taking alcohol and drugs
7. Early marriage
8. Peer pressure
9. Develop fatigue
10. Irritability
11. Withdrawal from people
12. Changes in sleeping and eating habit

**What are some signs that a teen or adolescent is suffering from stress?**

- Increased complaints of headache, stomachache, muscle pain
- Crying most of the time
- Withdrawal from people and activities
- Increased anger or irritability
- Feelings of hopelessness
- Chronic anxiety and nervousness
- Changes in sleeping and eating habits
- Lack concentration
- Experimentation with drugs or alcohol
- Hangouts with friends

**Stress can be overcome through:**

- Looking for someone to talk with like friends, family and relatives and share your problems with them.
- Think positive that you can handle your stress.
- Take time to relax by exercising and having a workout.
- Do things that are important one at a time.
- Get proper sleep.
- Train your mind by thinking that all things will get well.
- Face your fears.
- Work on your worst scenario and expect that something good will happen.
- Focus on what you can control and let go things that are uncontrollable.
- Lower down your standard as long as it will not ruin your plans/ambitions.
- Have a break and engage in enjoyable activities.
- Accept yourself as you are because you are peculiar.
- Identify your unique strengths and focus much on them.
- Remember that you are made for a reason and you are part of the intricate plan of your creator.

Maturing into adolescence develops responsibility to handle. Mature people develop the habit of extracting lessons from everyday experiences. Having lists of life lessons will help someone realize their worth. Here are a few questions to jog your memory and get started to do your list.

1. What Lesson do I get from my failures?
2. What taught me from lack of money?
3. What did I learn from pain, sorrow and depression?
4. What taught me through illness?
5. What did I learn from waiting?
6. What did I get from disappointment?
7. What did I learn from my family, friends, peers that help me grow?

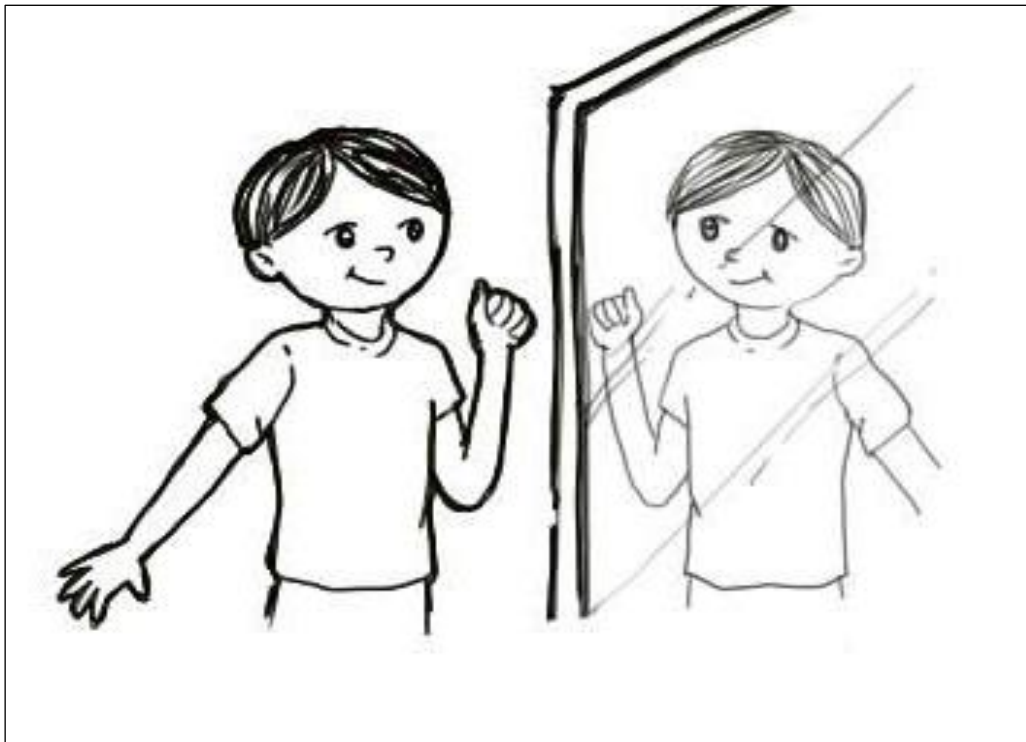


## ***What's More***

### **Activity 1.1 My Mirror**

1. Identify at least 3 stressors you are currently experiencing. List them down in the human image inside the mirror. Put an X mark opposite the stressor you want to overcome.

### MY MIRROR



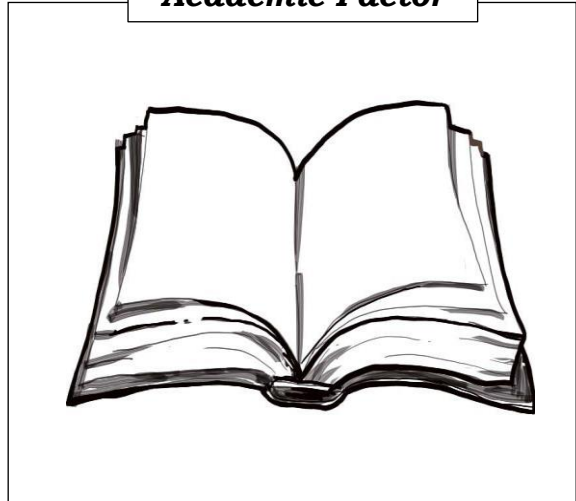
## Activity 2:

1. Think of a situation where you felt stressed (good or bad) from the past week/month. Identify them and place them under the different sources labeled below.

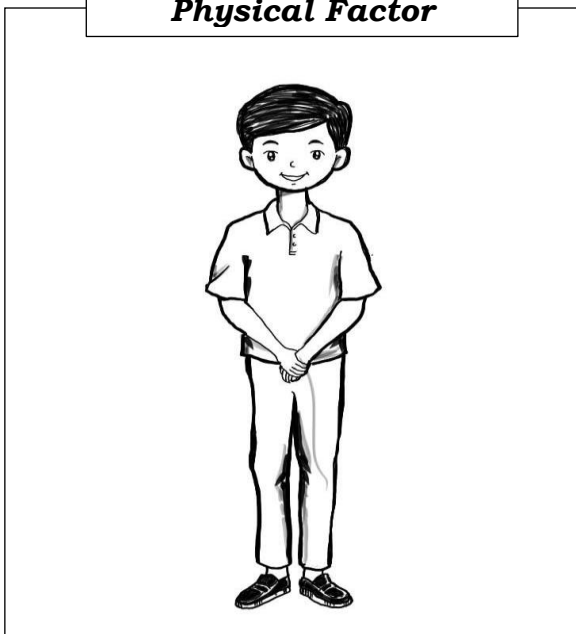
***Environmental Factor***



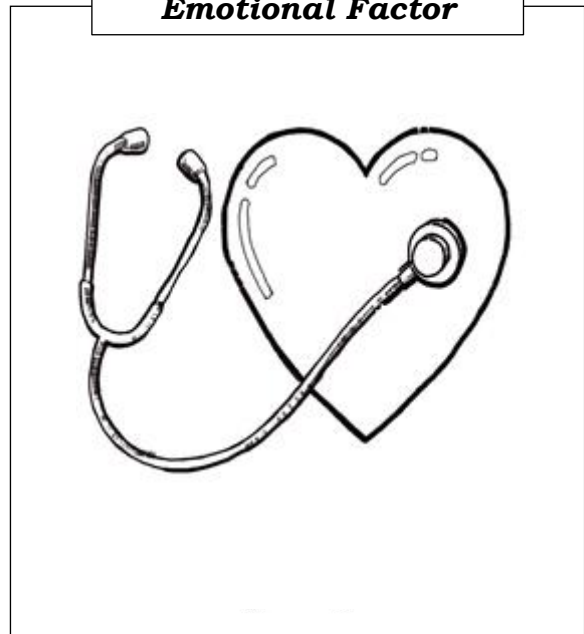
***Academic Factor***



***Physical Factor***



***Emotional Factor***



### Activity 3: My Stress Planner

From the listed stressors above. Plan how to work on them. Inside the box write how can you avoid these stressors.

**Example:**

*My stressor:* I will have an examination on the coming week.

*My Plan:* I have to review ahead of time.

*My Action:*

*My stressor:* \_\_\_\_\_

*My Plan:* \_\_\_\_\_

*My Action:*

*My stressor:* \_\_\_\_\_

*My Plan:* \_\_\_\_\_

*My Action:*

*My stressor:* \_\_\_\_\_

*My Plan:* \_\_\_\_\_

*My Action:*

*My stressor:* \_\_\_\_\_

*My Plan:* \_\_\_\_\_

*My Action:*

*My stressor:* \_\_\_\_\_

*My Plan:* \_\_\_\_\_

*My Action:*



## ***What I Have Learned***

Give your reflection in this topic by accomplishing the “My Reflection” activity.

### **MY REFLECTION**

Based on the topic, I have learned that the sources of stress are:

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I can overcome various stresses that may come my way by:

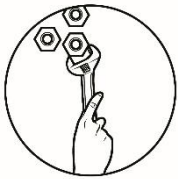
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I will apply what I have learned through:

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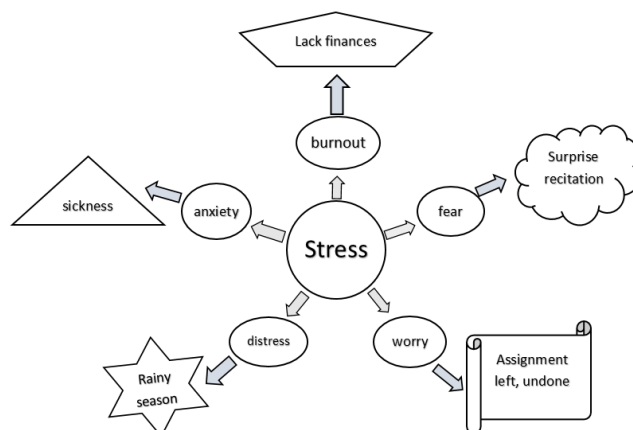


## ***What I Can Do***

### **Activity:** Mind Mapping

Think of other causes and effects of stress that might be encountered by a teenager like you. Make a mind mapping.

Example:







## Assessment

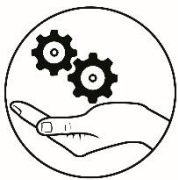
**A.** Write True or False on the space provided before the number.

- \_\_\_\_\_ 1. Are stress and anxiety different from each other?
- \_\_\_\_\_ 2. Can being easily annoyed and usually irritable be an emotional warning sign of little stress?
- \_\_\_\_\_ 3. Can managing your time help you cope up with stress?
- \_\_\_\_\_ 4. Is Adaptive stress helps you rise to life's challenges?
- \_\_\_\_\_ 5. Stress CAN NOT be avoided?
- \_\_\_\_\_ 6. Mary said that she can't do anything about her stresses. She added that she has to bear it. Does Mary think right?
- \_\_\_\_\_ 7. Edna got irritated with her sister. Oftentimes she shouts at her, but after shouting, you may see her crying, and refrains from talking to her family. Does she experience stress?
- \_\_\_\_\_ 8. Is stress a physical and mental response of the body to inputs that disturb the balance in our well-being?
- \_\_\_\_\_ 9. Is stress a simple reaction to an input that disturbs physical and mental balance?
- \_\_\_\_\_ 10. Is a positive stress bad?

**B.** Choose the Letter of the correct answer.

10. Which is **NOT** an example of the good stress?
  - A. motivate individual to pursue his goal
  - B. create positive effect in every human endeavor
  - C. boost someone's morale
  - D. decrease good immune system
  
11. Which is **NOT** an example of bad stress?
  - A. losing a job
  - B. failed to submit the task on time
  - C. hospitalization
  - D. injury
  
12. Which one defines "distress"?
  - A. improves performance
  - B. focuses energy
  - C. feels exciting
  - D. feels unpleasant.

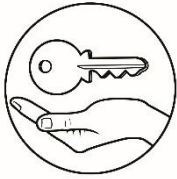
14. Which is **NOT** true about stress?
- A. If you ignore stress, it will go away.
  - B. Women appear more distressed than men.
  - C. Stress is a hormonal response from the body.
  - D. Stress can overburden your mind with incessant worries.
15. Grace is a very workaholic. She works more than 10 hours a day. She said that nothing bad can happen to her from too much stress. What right advice can you can tell her?
- A. You take your rest every other day.
  - B. It is okay to work 10 hours a day to earn more money.
  - C. Too much can stress can lead to physical and mental health.
  - D. Being workaholic is a good habit but working beyond time is not good for your health.



## ***Additional Activities***

### **Activity 1**

1. Interview your family members, friends, and relatives who experienced a threatening or challenging event.
2. Compare and contrast the reactions of those who experienced the event as threatening with those who viewed the event as challenging.
3. Why do you think there were differences in how these individuals judged the same event?



## Answer Key

1. True 2. True 3. True 4. True 5. True 6. True 7. True 8. False 9. True 10. False 11. D 12. B 13. A 14. A 15. D	1. A 2. B 3. C 4. D 5. A	1. T 2. T 3. T 4. T 5. T 6. T 7. T 8. F 9. F 10. F
<b>Assessment</b>	<b>What's In</b>	<b>What I Know</b>

## References

- Essel, George and Owusu, Patrick. "Causes of students' stress, its effects on their academic success, and stress management by students". (2017), <https://www.theseus.fi/bitstream/handle/10024/124792/Thesis%20Document.pdf?sequence=1>, Retrieve May 29, 2020
- Walinga, Jennifer, Introduction to Psychology - 1<sup>st</sup> Canadian Edition Chapter 16. Stress, Health, and Coping, Common Attribution non-commercial share alike 4.1 International license <https://opentextbc.ca/introductiontopsychology/chapter/15-2-stress-and-coping/> Retrieve May 29, 2020.

**For inquiries or feedback, please write or call:**

Department of Education - Bureau of Learning Resources (DepEd-BLR)

Ground Floor, Bonifacio Bldg., DepEd Complex  
Meralco Avenue, Pasig City, Philippines 1600

Telefax: (632) 8634-1072; 8634-1054; 8631-4985

Email Address: [blr.lrqad@deped.gov.ph](mailto:blr.lrqad@deped.gov.ph) \* [blr.lrpd@deped.gov.ph](mailto:blr.lrpd@deped.gov.ph)