

IMPACT OF ACADEMIC PRESSURE ON MENTAL HEALTH IN SELECTED STUDENTS AT BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

AUTHORS

Regine Anne Cruz
Hershey Maxxine Gabriente
Cherrylyn Tamayo
Kyla Coleen Tamayo
Johanna Villanueva

RESEARCH ADVISER

Adora Angeline E. Babia,
PhD

AFFILIATION

Bestlink College of the
Philippines

DISCIPLINE

Mental Health

KEYWORDS

*academic pressure; mental
health; academic stress;
student well-being; social
well-being; higher education*

ARTICLE ID

AASGBCPJMRA-B35181

Academic pressure has become a defining concern within higher education, particularly affecting college students navigating increasingly demanding academic environments. This pressure often arises from a confluence of expectations—parental, peer, institutional, and societal—intensified by the competitive nature of academic achievement. In countries like the Philippines, where educational success is deeply embedded in cultural values and often equated with personal and familial fulfillment, students may experience heightened psychological strain, especially in intellectually rigorous fields. This study seeks to explore the impact of academic stress on the mental health of selected college students, underscoring the critical need for comprehensive support systems and proactive stress management interventions. By examining this relationship, the research aims to contribute to the development of healthier academic environments that promote student well-being and sustainable academic success. This study adopted a quantitative correlational research design to examine the relationship between academic stress and mental health among students, without any manipulation of variables. Cluster sampling was employed to ensure equitable representation and minimize selection bias across different student groups. Data were collected through three instruments: the standardized Academic Stress Scale (ASS), the General Health Questionnaire (GHQ), and a researcher-designed survey that assessed students' sleep quality, lifestyle practices, and social well-being. To ensure the validity and reliability of the instruments, all tools were subjected to rigorous content validation by three licensed psychometricians. The study strictly adhered to ethical research standards, including the acquisition of informed consent and the assurance of participant confidentiality and anonymity. The study revealed that respondents experienced moderate levels of academic stress, with academic workload identified as the most significant contributor. While students demonstrated a mix of emotional responses, the overall impact of academic stress was predominantly negative. A weak but statistically significant relationship was found between academic stress and mental health, as indicated by a Pearson correlation coefficient of 0.13. Students who reported higher levels of academic pressure exhibited greater declines in emotional and social well-being, which adversely affected both their academic performance and personal lives. The majority of respondents were female, aged 21 to 25, and represented various academic programs. Furthermore, academic stress was linked to notable disturbances in sleep patterns, lifestyle choices, and social engagement. Academic pressure influences various dimensions of student life, including mental health, sleep quality, lifestyle habits, and social interactions. While the correlation between academic stress and mental health is modest, it remains statistically significant, emphasizing the need for proactive strategies to alleviate stress. Addressing these challenges is crucial in creating a learning environment that supports both the psychological well-being and academic performance of students.

RECOMMENDED CITATION

Cruz, R. A., Gabriente, H. M., Tamayo, C., Tamayo, K. C., & Villanueva, J. (2025). Impact of Academic Pressure on Mental Health in Selected Students at Bestlink College of the Philippines. *Ascendens Asia Singapore – Bestlink College of the Philippines Journal of Multidisciplinary Research Abstracts*, 7(3), 85.