

IMPACT OF STRESS ON THE ACADEMIC PERFORMANCE OF WORKING FOURTH-YEAR CRIMINOLOGY STUDENTS OF BESTLINK COLLEGE OF THE PHILIPPINES

ABSTRACT

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This research explores the relationship between stress and academic performance among fourth-year working students. It aims to determine whether stress significantly influences their academic outcomes. The findings of this study are intended to help working students become more aware of the stress they may be facing, understand its potential effects on their studies, and discover effective coping strategies and mechanisms to manage it more efficiently. This study will utilize a descriptive cross-sectional research design, targeting 100 fourth-year working students from the Criminology Department of Bestlink College of the Philippines. The participants will be selected through purposive sampling, allowing the researchers to specifically identify and include individuals who meet the established criteria relevant to the study's objectives. Data were collected using a self-made survey and a modified standardized test. The analysis showed that the majority of respondents (69%) were male, with a weighted average of 2.00. Most students were employed as freelance or part-time workers (35%), predominantly in the service industry (49%). Cognitive symptoms indicated that students frequently experienced forgetfulness regarding academic responsibilities (mean = 2.67). Emotional symptoms included irritability and short temper (mean = 2.60), while physical symptoms such as sleep disturbances due to academic and work-related stress were also reported (mean = 2.64). Furthermore, students expressed feeling upset by unexpected academic or work-related events within the past month (mean = 3.09). The Perceived Stress Scale revealed that 87% of respondents experienced moderate stress levels in recent months, primarily due to academic demands. Respondents also showed awareness of how attendance (mean = 2.61) and financial concerns (mean = 2.91) affect their academic performance, and how class participation influences preparation and engagement (mean = 2.85). Additionally, students reported dedicating significant time to completing tasks on the Learning Management System (LMS) (mean = 2.83) and frequently using time management strategies to handle their workload (mean = 2.87). Regarding coping mechanisms, 37% of students used exercise, and 59% relied on positive thinking as an emotion-based coping strategy. For problem-focused coping, 19% reported breaking tasks into smaller steps and prioritizing goals. Social coping strategies included seeking support from family members, reported by 40% of respondents. The findings suggest that there is no statistically significant relationship between stress levels and academic performance. However, the survey results indicate that stress still affects students in various ways, influencing their cognitive, emotional, and physical well-being, as well as their coping strategies.

RECOMMENDED CITATION

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