

## Perceived Stressors Affecting Academic Performance among the Students of BatStateU, The NEU - Lemery Campus

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### Abstract

This research investigates the stressors impacting the academic performance of students at Batangas State University, The National Engineering University - Lemery Campus, emphasizing the importance of emotional well-being and physical health. The study identifies stressors in terms of personal inadequacy, fear of failure, interpersonal difficulties with teachers, and teacher-student relationships. It also examines differences in perceived stressors based on demographic variables such as age, sex, year level, and program. Utilizing a descriptive research method, data were collected via a researcher-made questionnaire, validated for content and reliability (Cronbach's Alpha = .949). The final sample consisted of 296 students, selected through stratified random sampling. Statistical analysis, including frequency and percentage, weighted mean, independent t-test, and one-way analysis of variance, was applied to interpret the data. Findings indicate that demographic variables do not significantly affect stressors related to personal inadequacy, fear of failure, and teacher-student relationships. However, a significant difference was observed in interpersonal difficulties with teachers when grouped by year level. This suggests that the impact of stressors on academic performance varies with the student's year level and their relationships with teachers. This study underscores the need for addressing specific stressors to enhance students' academic performance and overall well-being.

**Keywords:** - *Perceived Stressors, Academic Performance, Personal Inadequacy, Fear of Failure, Interpersonal Difficulties with Teachers, Teacher-Student Relationship.*

### Introduction

One of the life-threatening illnesses in an individual's mind is stress, which leads to despair and anxiety. Every person is subjected to stress at some time in their lives, and it is an unavoidable element of people's lives since it affects their emotional well-being and physical health. Stress is a complex and multifaceted physiological and psychological response to a perceived threat or demand, often referred to as a stressor. It is a natural reaction that can serve as a survival mechanism in certain situations. When the brain perceives a threat or challenge, it triggers a series of physiological and psychological changes in the body to prepare it to either confront or flee from the threat, commonly known as the "flight" response. On the other hand, stress is a natural psychological and physiological response to a perceived threat or demand.

It is the body's way of preparing to face a challenging situation, whether it is a physical threat or a psychological one. Stress can manifest in various ways and can affect both your body and mind.

According to a study by the American Institute of Stress (2022), about thirty-three (33) percent of people worldwide said they experienced severe stress. Out of 143 nations, thirty-five (35) percent of individuals experience stress; this is twenty (20) percent less than the proportion of Americans who experience stress. Seventy-seven (77) percent of individuals say that stress harms their physical health. Seventy-three (73) percent of individuals claim to experience stress that has a detrimental effect on their mental health.

In the Philippine context, concerns about money, mental health, and family issues were among the reasons given by millennial and Gen Z workers for their increased levels of stress and anxiety as compared to a year earlier. The study also revealed that more than forty (40) percent of Gen Z and more than fifty (50) percent of millennials anticipate improvements in the general socio-political and economic landscape over the next 12 months. Four factors were mentioned by more than sixty (60) percent of Gen Z Filipinos: their daily and long-term financial situation, their mental health, and their connections with family and friends (Ochave, 2022).

People need to know the concept of stress. Stress is a widespread phenomenon and has a significant impact on people and the community. It can associate stress with having a health condition. Chronic stress can be linked to a variety of health problems, including cardiovascular diseases, compromised immune function, mental health disorders such as anxiety, depression, and other physiological issues. Understanding the mechanisms through which stress affects health can help develop strategies for prevention or intervention.

On the other hand, it can also affect the quality of life of a particular person, because stress can significantly reduce an individual's overall quality of life. Moreover, it can also cause people to lack productivity and have poor performance in something, because stress can affect cognitive function, concentration, and decision-making. People respond to stress in different ways, and factors such as personality, social support, and resilience play a role in how individuals cope with stress. The people must know and understand the impact of stress on health, well-being, and society, and this provides the foundation for developing effective strategies to prevent and manage stress-related issues. In line with this, the theory adopted in this study was the Academic Stress Theory by Campbell-Phillips, Halder, & Hasib (2020), which states that personal inadequacy, fear of failure, interpersonal difficulties with teachers, and teacher-student relationships were concerns of academic stress.

Today's college students are suffering the effects of a hectic modern environment. According to a recent study, one out of every three college students suffers from substantial feelings of depression or anxiety. Additionally, anxiety, despair, and stress were the most prevalent issues assessed by clinicians treating college students, according to the Center for Collegiate Mental Health's 2021 annual report. Stress has its own set of negative consequences. Stress may cause both short- and long-term physical symptoms, including headaches, a quick pulse, high blood pressure, stomach pain, upset stomach, and even chronic pain. Stress also has a bad influence on your immune system, affects sleep, and can lead to exhaustion and depression. Students experience stress due to a variety of circumstances. These include relationships with family and friends, major and minor examinations, set deadlines in all projects and activities, poor time management, effects of social media, financial insecurity, anxiety, and many others. Educational environments are increasingly competitive, and students must be able to deal with academic stress by using their coping skills. In the setup of Batangas State University, The National Engineering University - Lemery, the students are experiencing stress because of the various events, and things they do to complete the course, specifically the academic tasks that are assigned to them. Most students are unable to cope with

stress. With that, the main objective of conducting this research is to understand and know what the stressors are affecting the student academic performance as well as to know what the ways are should the students should do to cope with what they feel.

The overall aim of this study is to understand and know the stressors that affect the academic performance of the students. With this umbrella, the researchers had several goals, the first of which was to determine whether the presented variables are the factors of their stress. The second is to identify the coping mechanisms of students when facing the challenges brought by stress. Third, to realize the influence of stressors that affect the student's academic performance. In connection with that, it also aims to achieve UNESCO's 17 Sustainable Development Goals, namely SDG 3, or the Good Health and Well-being, and SDG 4, or the Quality Education.

### Objectives of the Study

This research study aimed at understanding and knowing the stressors that affect the academic performance of students. Specifically, it sought to:

1. To determine the profile of the respondents in terms of age, sex, year level, and program.
2. To know what extent to which the stressors affect the academic performance among the students of BatStateU, The NEU – Lemery Campus, in terms of personal inadequacy, fear of failure, interpersonal difficulties with teachers, and teacher-student relationship.
3. To distinguish if there are any significant differences in the stressors affecting the academic performance of the students of BatStateU, The NEU – Lemery Campus when grouped according to the profile of the respondents.
4. To propose activities to reduce the impact of stress on students' academic performance.

### Methodology

This study utilizes a descriptive research design and employs 296 students from BatStateU, The NEU - Lemery Campus, using the stratified random sampling technique. The primary data gathering instrument used is a research-made questionnaire and was designed based on the study's variables and was considered the most appropriate tool and efficient for collecting data from respondents within the given time frame. Survey questionnaires are distributed to the students of both departments, observing the proper ethical considerations wherein each questionnaire contains a letter that clearly states the objective of the study and why it must be conducted. The researchers clearly explained to the respondents that their identity and their answers to the survey will remain confidential, and would only be used for academic and research purposes. Researchers also ensured that participation in the said actual data-gathering procedure is voluntary. The researchers did not give cash, gifts or any other incentives to each respondent of the study. The privacy of the respondents was taken into consideration by the researchers because they also respect the rights of everyone who participates in the said survey. In analyzing and treating the data, statistical treatments such as frequency and percentage, weighted mean, independent t-test, and one-way analysis of variance are utilized. On the other hand, research questions were all research-made, and the cited studies are from articles, dissertations, electronic books, theses, and published journals.

## Results and Discussion

### 1. Profile of the Respondents

The profile of the respondents in this study focuses on age, sex, year level and academic program.

#### 1.1. In terms of Age

**Table 1**  
*Distribution of the Respondents in terms of Age*

Age Bracket	Frequency	Percentage
18 years old and below	42	14.2
19 – 21 years old	206	69.6
22 years old and above	48	16.2
<b>Total</b>	<b>296</b>	<b>100</b>

As seen in Table 1, 42 respondents under the age of 18 have been identified. On the other hand, there are 206 respondents aged 19 - 21, accounting for 69.6 percent of the total. There are 48 student representatives, or 16.2 percent, who are 22 years old and above.

To sum up, the age bracket of college students in the Philippines primarily encompasses individuals aged 18 years and older, reflecting a significant demographic in higher education. The age bracket of college students in the Philippines predominantly includes individuals aged 18 years and older, with a significant concentration in the 18-24 age range. Studies indicate that many participants surveyed fall within the 18-21 age group, reflecting the typical demographic of higher education institutions. For instance, research on academic entitlement among Filipino college students specifically targets undergraduates aged 18 to 24, (Peñero et al., 2024). The typical age bracket of college students is predominantly 18 years old, primarily due to the transition from high school to higher education. This age marks a significant developmental stage where young individuals begin to assume adult responsibilities and independence.

#### 1.2. In terms of Sex

**Table 2**  
*Distribution of the Respondents in terms of Sex.*

Sex	Frequency	Percentage
Female	166	56.1
Male	130	43.9
<b>Total</b>	<b>296</b>	<b>100</b>

Table 2 illustrates the sex distribution of the respondents. Females scored the highest frequency responses, with 166 respondents, or 56.1 percent. The male party, on the other hand, is represented by 130 respondents, who accounted for 43.9 percent of the total.

To sum it up, the data indicates that most of the respondents were females, which suggests that females are more prone to stress because of different factors affecting their academic performance. Its findings is in consonance with the study of Graves et al. (2021), wherein women reported higher levels of stress than men. There were clear gender variations in the coping techniques and individual tactics used. It was shown that women supported four distinct coping tactics more than men, including self-distraction, emotional support, instrumental assistance, and venting. They also tended to favor the emotion-focused coping dimension.

### 1.3. In terms of Year Level

**Table 3**

*Distribution of Respondents in terms of Year Level.*

Year Level	Frequency	Percentage
1 <sup>st</sup> Year	68	23.0
2 <sup>nd</sup> Year	82	27.7
3 <sup>rd</sup> Year	80	27.0
4 <sup>th</sup> Year	66	22.3
<b>Total</b>	<b>296</b>	<b>100</b>

As a result of these findings, most of the respondents are from the second-year students, with a total of 82 respondents accounting for 27.7 percent of the population. Moreover, 80 students participated from the third-year accounting to 27.0 percent. On the other hand, 68 respondents are from the first year, with a percentage of 23.0 percent. The remaining 22.3 percent were the 66 fourth-year students who also participated in the study.

The data suggests that students in their second year are more likely to experience stress as a result of transition, as the majority of respondents were in their second year. According to Sterling's (2015) study, sophomores generally view their second year of college as demanding and tough, although institutions frequently offer less assistance at this time than they did for first-year students.

### 1.4. In terms of Program

**Table 4**

*Distribution of Respondents in terms of Program*

Program	Frequency	Percentage
BSEd major in Social Studies	42	14.2
BTVTEd major in GFD	26	8.8
BSBA major in Financial Management	96	32.4
BSBA major in Marketing Management	68	23.0
BSBA major in Human Resource Management	27	9.1
BS Management Accounting	37	12.5
<b>Total</b>	<b>296</b>	<b>100</b>

Results show that from 296 respondents of the study, 96, equivalent to 32.4 percent, are taking BSBA Financial Management, 68, equivalent to 23.0 percent, are taking BSBA Marketing Management. On the other hand, 42 respondents are from the BSEd major in Social Studies, accounting for 14.2 percent, followed by the BS Management Accounting, with a total of 37 respondents accounting for 12.5 percent. Moreover, 27, equivalent to 9.1 percent, are from the program of BSBA Human Resource Management. The remaining 8.8 percent were from the BTVTEd major in GFD, with a total of 26 respondents.

The result indicated that most of the respondents are enrolled in the BSBA major in Financial Management, as it perceives that student of Batangas State University The NEU - Lemery Campus aspires to be financially literate. In Chaiphath (2019) study, financial literacy is highlighted as a crucial matter because individuals who possess financial literacy can manage their finances effectively, enabling them to lead stable lives without the stress of financial issues.



## 2. Stressors Affecting the Academic Performance of the Students

### 2.1 Personal Inadequacy

Stressors affecting academic performance in terms of personal inadequacy, with a composite mean of 2.76 and a moderate extent of verbal interpretation. Based on the results, respondents find exams stressful, especially when faced with lots of quizzes, and it consumes most of their time reviewing rather than taking enough rest. This particular concern obtained a weighted mean of 2.98, with a verbal interpretation of moderate extent. The respondents confess feeling stressed when facing lots of exams which hinders their personal rest and growth as individuals.

In the study of Roome & Soan (2019), it has been suggested that schools are required to achieve good academic results and look after their students' well-being, causing a conflict in relation to public examinations. School staff support both performance and wellbeing by preparing students for exams. On the other hand, the item which has gained the lowest weighted mean of 2.49 and has a verbal interpretation of this to a slight extent with a statement that when students experience personal problems, they tend to easily give up on doing schoolwork and projects. This item shows that there are numerous instances where students successfully manage personal problems and still excel academically. Students are perceived to experience different personal problems, such as financial problems. This is supported by the study of Msofe (2022) which looks at the variables that help some students succeed academically even though their families are low-income. The results showed that these adolescents' success in the classroom can be attributed to different factors, including supportive family ties, strong academic networks, excellent relationships with teachers, and encouragement from parents and educators.

### 2.2. Fear of Failure

Stressors affecting academic performance about fear of failure, resulting in a composite mean of 2.77 and a moderate extent of verbal interpretation. The statement failing at something makes the respondents worry about what others might think or say, gained the highest rank with a weighted mean of 3.12 and with a verbal interpretation of moderate extent. It shows that the respondents often worry about what others might think when they fail, because they are concerned about their reputation and social acceptance. Failing can feel embarrassing or like a personal judgment; the respondents fear judgment from peers, professors, or even family members. This fear of judgment can affect their self-esteem and confidence, leading to anxiety about failure. Micari & Pazos (2014) assert that facing failure can trigger concerns about social comparison and fear of judgment from others. Research has shown that fear of failure is a common motive to avoid unsuccessful outcomes due to anticipatory shame and embarrassment.

However, the statements students avoid challenging projects or tasks to prevent the possibility of failure, and students delay doing tasks due to anxiety about not meeting expectations; both got a weighted mean of 2.51 with a verbal interpretation of moderate extent. It implies that students' responses vary. Some might think students avoid difficult work because they fear failing, while others might believe students delay tasks because they feel anxious about meeting expectations. The mixed responses suggest that these tendencies are not universally recognized or agreed upon, highlighting that students' behaviors in these situations might vary widely. On the other hand, this implies that students take on challenging projects or tasks not to fail but as an opportunity for their growth. Additionally, students actively engage in tasks without hesitating or delaying, even if they feel anxious about meeting expectations.

This is corroborated by a study of Choi et al., (2019), which found that while failure can provide worthwhile learning opportunities, most traditional school environments place a greater emphasis on students' "success." Teachers in these settings usually use exam scores, class grades, and homework assignments to gauge how much "correct" knowledge students have learned; higher test scores denoting greater mastery.

### **2.3. Interpersonal difficulties with Teachers.**

Stressors affecting the academic performance in terms of interpersonal difficulties with teachers, with a composite mean of 2.41 and a slight extent of verbal interpretation. Moreover, the struggle to express thoughts and concerns effectively to the teachers, resulting in misunderstanding, obtained a weighted mean of 2.79, this statement ranked first, and it has a verbal interpretation of moderate extent. This proves that respondents struggle with how to express their thoughts and concerns about certain topics to their teachers that which causes misunderstanding. In connection with this, it shows that the respondents are having difficulty in reaching out to their teachers or professors because they don't have enough courage to express their concerns, and they are afraid of the judgment of their teachers, which causes misunderstanding. According to Aguilar (2019), misunderstandings in academia are prevalent and often benign, but they can lead to conflict. Misunderstandings, regardless of their source, can be damaging to relationships if not addressed promptly.

On the other hand, students feel excluded from the class when the teacher doesn't communicate with the students or give feedback and students find that the teaching methods employed by the teachers failed to engage and sustain their interest in the subject matter effectively, both statements got a weighted mean of 2.20 with a verbal interpretation of slight extent. This indicates that most of the students are self-reliant and do not rely heavily on feedback or communication from the teacher and that teaching techniques used by the educators effectively captivate and maintain their interest in the subject matter. This is supported with Vattoy & Smith (2019) research on feedback strategies in Norwegian secondary English classes. Their findings showed that students' understanding of learning goals and their ability to regulate their own learning significantly influence how they perceive the feedback provided to them. These factors influence how students see the effectiveness of the teacher's feedback. These findings argue against studying feedback in isolation as a one-way transmissive mechanism.

### **2.4. Teacher-Student Relationship Teacher-Student Relationship.**

Stressors affecting the academic performance of the students in reference to Teacher-Student Relationship, with a composite mean of 2.47 and a verbal interpretation of slight extent. Based on the results, students tend to dislike teachers who make them feel bad about their mistakes, create an unfriendly atmosphere, and hinder positive relationships in the classroom gained the highest weighted mean of 2.91 and with a verbal interpretation of moderate extent. The respondents claimed that teachers must be firm and accountable for their judgment. They must practice constructive criticism when dealing with the mistakes of students and must foster improvement among them. This also indicates that teachers must create a positive classroom environment that promotes a friendly environment for all. In support of this, Ali et al., (2019) found that destructive behavior by teachers worsens the situation and adversely affects the teacher-student relationship. Teachers' conflict-provoking attitudes negatively impact students, potentially disrupting their learning processes and affecting their mental well-being in educational settings.

Conversely, the statement that when the student is not on good terms with the teacher, students think of skipping the class or dropping the subject gained a weighted mean of 2.03 and verbal interpretation of slight extent. And that pertains that there is a positive teacher-student relationship, and students are encouraged to attend class regularly and actively participate in academic activities. Hattie (2022) emphasizes that students are more likely to work harder and set higher objectives if they feel their teacher cares about them. On the other hand, regardless of the validity of this judgment, a student who feels her teacher views her as challenging or "a problem" is unlikely to engage completely in the learning process. Learning outcomes for students are significantly improved by positive teacher-student interactions.

## 2. Differences in the Responses between the stressors affecting the Academic Performance

### 2.1 In terms of Sex

**Table 4**

*Differences in the Responses between the stressors affecting the academic performance and the Profile Variables in terms of Sex*

Variable	T-values	P-values	Decision on Ho	Interpretation
Personal Inadequacy	1.543	.124	Failed to Reject	Not Significant
Fear of Failure	1.789	.075	Failed to Reject	Not Significant
Interpersonal difficulties with teachers	1.933	.054	Failed to Reject	Not Significant
Teacher-student relationship	2.416	.016	Failed to Reject	Not Significant

Table 4 presents the differences in the responses between the stressors affecting the Academic Performance in terms of Sex. The table entails that there is no significant difference in stressors affecting academic performance in terms of sex; it fails to reject since all of the computed p-values were greater than the 0.05 level of significance. This means that there is no significant association between the respondents' sex and the stressors impacting their academic performance, even though both sexes suffer stress. Khan et al., (2013) reveal that students' academic stress and success are negatively correlated with sex. Furthermore, it was found that men and women's perceived stress ratings do not differ much.

### 2.2 In terms of Sex

Table 5 presents the differences in the responses between the stressors affecting the academic performance in terms of Age. The table entails that there is no significant difference between the stressors affecting the academic performance and the age of the respondents and it fails to reject since all of the computed p-values were greater than the 0.05 level of significance.

**Table 5**

*Differences in the Responses between the stressors affecting the academic performance and the Profile Variables in terms of Age*

Variable	F-values	P-values	Decision on Ho	Interpretation
Personal Inadequacy	.108	.898	Failed to Reject	Not Significant
Fear of Failure	.839	.433	Failed to Reject	Not Significant
Interpersonal difficulties with teachers	.982	.376	Failed to Reject	Not Significant
Teacher-student relationship	.234	.792	Failed to Reject	Not Significant



This means that there is no significant association between the respondents' sex and the stressors impacting their academic performance, even though both sexes suffer stress. The study of RaniSS (2023) revealed that stress levels among undergraduate students aged 18 to 22 significantly impact academic performance. Studies reveal that higher stress levels are associated with poorer academic performance, affecting areas such as learning, socialization, and relationships with the university. The results have shown that regardless of age the respondents are experiencing stress that affects their academic performance.

## 2.3 In terms of Program

**Table 6**

*Differences on the Responses between the stressors affecting the academic performance and the Profile Variables in terms of Program*

Variable	F-values	P-values	Decision on Ho	Interpretation
Personal Inadequacy	1.650	.147	Failed to Reject	Not Significant
Fear of Failure	1.672	.141	Failed to Reject	Not Significant
Interpersonal difficulties with teachers	1.299	.264	Failed to Reject	Not Significant
Teacher-student relationship	1.053	.387	Failed to Reject	Not Significant

Table 6 shows the differences on the Responses between the stressors affecting the academic performance in terms of the Program. The findings indicate there is no significant difference between the stressors affecting the academic performance and the program of the respondents, and it fails to reject since all of the computed p-values were greater than the 0.05 level of significance. This suggests that stress levels in programs are perceived to have experienced the same level of stress regardless of the program to which they belong. To justify the result, the researchers have gathered some information about stressors affecting academic performance in relation to programs. In the study of Barbayannis et al., (2020) it shows that there is a high level of stress in course programs have a significant impact on academic performance. Stress negatively influences learning, coping, academic performance, and retention in students, affecting memory, focus, and problem-solving skills.

## 2.4 In terms of Year Level

Table 7 shows the differences in the responses between the stressors affecting academic performance and the profile variables in terms of Year Level. Since the computed p-value for the variable of personal inadequacy, fear of failure, and teacher-student relationship was all greater than the 0.05 level of significance, it failed to reject, and this entails that there is no significant difference between the stressors affecting the academic performance and Profile in terms of Year Level of the students.

**Table 7**

*Differences in the Responses between the stressors affecting the academic performance and the Profile Variables in terms of Year Level*

Variable	F-values	P-values	Decision on Ho	Interpretation
Personal Inadequacy	.366	.778	Failed to Reject	Not Significant
Fear of Failure	1.328	.266	Failed to Reject	Not Significant
Interpersonal difficulties with teachers	3.724	.012	Reject Null Hypothesis	Significant
Teacher-student relationship	.534	.659	Failed to Reject	Not Significant

However, interpersonal difficulties with teachers show a significant difference with a p value of .012 and this entails that it rejects the null hypothesis. Research indicates that interpersonal difficulties with

teachers significantly impact fourth-year college students' social skills and overall development. Positive teacher-student relationships are crucial for fostering effective learning environments, while problematic relationships can hinder students' adaptation and academic outcomes (Wubbels et al., 2012).

### 3. Proposed Plan of Activities

The main goal of this study is to identify what are the stressors that are affecting the academic performance of the students. According to the study's findings, students experience stress to a moderate degree, indicating that although stress is widespread, it's not extremely bad. This suggests that students might be experiencing some level of stress around their studies. To address this, we've developed the "STRESS-EXECUTE: Stressing, Recognizing, and Celebrating Full Potential."

This program aims to address the potential stress students experience around academics. The program will incorporate various activities designed to equip students with the tools they need to manage stress and optimize their learning. These activities could include workshops facilitated by the Office of Guidance and Counseling (OGC) and peer facilitators. The workshops would focus on topics like identifying stress triggers, developing healthy coping mechanisms, and implementing effective study habits. They would be designed to be interactive, allowing students to ask questions, share experiences, and practice the techniques presented. By participating in these workshops, students will gain valuable skills to manage stress, improve study habits, and ultimately reach their full potential.

### Conclusion

Based on the objectives and main findings of the study, the researchers were able to come to the following conclusions. Most of the respondents are female. The majority of them are between the ages of 19-21 years old and are in the year level of second year level, and the majority of them are in the course/program of Bachelor of Business Administration major in Financial Management. Based on the findings, fear of judgment can affect their self-esteem, leading to anxiety about failure. It shows that the respondents often worry about what others might think when they fail, because they are concerned about their reputation and social acceptance. While in terms of teacher-student relationships, it reveals that teachers must foster improvement among students. And must create a positive classroom environment that promotes a friendly environment for all. The respondents claimed that teachers must be firm and accountable for their judgment. They must practice constructive criticism when dealing with the mistakes of students and must foster improvement among them. Furthermore, the findings reveal that respondents' profiles, such as age, sex, and program, are not significant to the perceived stressors that affect the academic performance of students. In addition, personal inadequacy, fear of failure, and the teacher-student relationship and interpersonal relationship with the teacher have p-values that are greater than the 0.05 level of significance, which entails that the null hypothesis is not rejected. This signifies that there is no significant difference in stressors affecting the academic performance of students. However, the student's profile in terms of Year Level is significant on interpersonal difficulties with a p-value of .012, which is less than the 0.05 level of significance, which implies that it rejects the null hypothesis.

Activities were suggested by the researchers for the students to easily cope with the stress that they feel and not affecting their academic performance. The proposed activity seeks to ensure the students' well-being through facilitating information regarding good study habits. The activity focuses on teaching

effective study habits, promoting a good relationship with the teachers, and allowing students to manage their time better while still succeeding academically.

## Recommendation

Based on the conclusions, the researchers hereby offer the following recommendations:

1. Presenting the proposed activities for stressors affecting the academic performance of students to the concerned authorities for improvement and further enhancement before implementation.
2. Validating the suggested output before use.
3. Conducting similar studies on other aspects or variables.

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