Academic Stress And Performance Of The Beed And Bsed Female Students

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Abstract — **Academic stress is a pervasive issue in higher education, particularly among female students who balance rigorous academic demands with personal and social responsibilities. In programs such as Bachelor of Elementary Education (BEED) and Bachelor of Secondary Education (BSEd), stress can manifest through interpersonal, academic, and environmental pressures, potentially affecting both mental health and academic performance. Recent studies highlight that while stress may undermine achievement, resilience and coping strategies can buffer its impact. This study employed a descriptive correlational design to examine the relationship between perceived academic stress and academic performance among 220 purposively sampled female BEED and BSEd students at a college in Toledo City, Cebu, Philippines. Data were collected using a standardized questionnaire measuring stress across interpersonal, academic, and environmental dimensions, alongside secondary GPA records. Descriptive statistics summarized stress levels and performance distributions, while Pearson's correlation coefficient tested the relationship between stress and achievement. Findings revealed that students reported very high academic stress (M = 3.45) compared to interpersonal (M = 3.23) and environmental stress (M = 2.98), with an overall high stress profile (M = 3.22). Despite this, most students maintained commendable performance, with 32.7% classified as "Very Good" and 29.5% as "Good." However, 17.3% fell into "Fair," "Poor," or "Failing" categories. Correlation analysis indicated a significant negative relationship (r = –0.27, p < .05) between perceived stress and academic performance, confirming that higher stress levels predict lower achievement. The study underscores the complex interplay between stress and performance: while many female students demonstrate resilience, elevated stress remains a risk factor for underachievement. Educational institutions should implement comprehensive wellness programs, counseling services, peer mentoring, and stress management workshops to foster resilience and safeguard mental health. Balancing academic excellence with psychosocial support can create healthier learning environments that empower students to manage stress effectively while sustaining academic success.**

Keywords — Perceived Stress, Academic Performance, Female Students, BEED, BSEd

I. INTRODUCTION

Academic stress is a growing concern in higher education, particularly among female students balancing rigorous academic demands with personal and societal pressures. This issue is pronounced in Bachelor's programs in Elementary Education and Secondary Education at Consolatrix College in Toledo City, Cebu, Philippines. As students transition from secondary to university education, they often face heightened academic pressures that can lead to significant emotional strain and impact their well-being.

The implications of academic stress are complex, manifesting as anxiety, depression, insomnia, and burnout, all of which negatively affect academic performance and psychological health [1]. Female students, in particular, face unique challenges, often juggling academic excellence with additional family responsibilities, which can exacerbate stress levels and affect performance.

The shift to online and hybrid learning formats following the COVID-19 pandemic has introduced new stressors, complicating students' experiences as they adapt to heavy workloads, time constraints, and high academic expectations [2]. While current research indicates a weak negative relationship between academic stress and achievement, high stress can detrimentally impact students' mental health and overall academic journey [3][4][5]. Additionally, challenges like communal living in hostels can amplify stress as students navigate newfound independence [6].

This study aimed to investigate the relationship between perceived academic stress and academic performance among female students enrolled in Bachelor's programs in Elementary Education and Secondary Education at Consolatrix College. By examining how various dimensions of stress, including interpersonal, academic, and environmental factors, affect students' performance, this research seeks to contribute valuable insights that can inform interventions aimed at reducing academic stress and enhancing student well-being.

II. METHODS

This study used a descriptive correlational research design to explore the relationship between perceived academic stress and academic performance among female students in Bachelor's programs in Elementary Education and Secondary Education at a college in Toledo City, Cebu, Philippines. A total of 220 female students were purposively sampled, ensuring representation from various specializations and academic years, with participants having at least one year of exposure to the academic environment.

Data collection involved a standardized questionnaire assessing multiple dimensions of academic stress, including interpersonal relationships, academic pressures, personal challenges, and environmental influences, using a Likert scale for responses. Secondary data on academic performance, such as grades and GPAs from the last completed semester, were also gathered to provide an objective measure for correlation.

Questionnaires were distributed electronically and in person, with clear instructions to ensure participant anonymity and encourage honest responses. For data analysis, descriptive statistics summarized trends in stress levels, while Pearson's correlation coefficient was employed to identify the relationship between academic stress and performance.

III. RESULT AND DISCUSSION

Perceived Stress

Table 1: *Summary of Female Students' Perceived Stress in terms of Interpersonal, Academic, and Environmental Dimensions*

Indicators	Composite Mean	Description
Interpersonal	3.23	High
Academic	3.45	Very High
Environmental	2.98	High
Grand Mean	**3.22**	**High**

Legend:

1.00–1.50	Very Low
1.51–2.50	Low
2.51–3.25	High
3.26–4.00	Very High

Table 1 reveals that female students experience very high levels of academic stress (M = 3.45) compared to interpersonal

(M = 3.23) and environmental stress (M = 2.98), with the overall grand mean (M = 3.22) indicating a generally high stress profile. This finding aligns with recent studies showing that academic demands remain the most significant stressor among students, often surpassing social and environmental concerns. For instance, Vinayak et al. [7] reported that hostel-based university students experienced heightened academic stress that negatively influenced performance and well-being. Similarly, other scholarly works emphasized that persistent academic stress undermines both achievement and mental health, highlighting the need for targeted interventions [4]. Moreover, research also found that coping mechanisms are often insufficient to fully mitigate academic stress, reinforcing its dominant role in shaping students' educational experiences [5]. This implies that institutions must prioritize academic stress management programs, such as structured counseling, workload adjustments, and resilience training, to safeguard students' mental health and optimize their academic journey.

Academic Performance

Table 2: *Female Students' GPA in the Last Completed Semester*

Level	Range	Frequency (n)	Percentage (%)
Excellent	1.00–1.25	45	20.5
Very Good	1.26–1.75	72	32.7
Good	1.76–2.25	65	29.5
Fair	2.26–2.75	28	12.7
Poor	2.76–3.00	7	3.2
Failing	3.01–5.00	3	1.4
	Total	**220**	**100**

Table 2 shows the distribution of GPA among female BEED and BSEd students. Data indicate that while a majority sustain commendable academic performance, a notable proportion face challenges that place them at risk of underachievement. The high percentage of students in the "Very Good" and "Good" ranges suggests resilience and effective adaptation to academic demands. However, the presence of students in the "Fair" (12.7%), "Poor" (3.2%), and "Failing" (1.4%) categories highlights disparities in coping with stressors and academic pressures. Recent studies reinforce these findings. For example, it has been demonstrated that female students often report higher stress levels and more pronounced mental symptoms compared to male peers, which can directly affect academic outcomes [8]. Synthesized evidence also shows that coping mechanisms among students are varied but frequently insufficient to fully mitigate stress, leaving some vulnerable to poor performance [5]. Similarly, students in communal living arrangements, such as boarding houses, often struggle with coping self-efficacy, which impacts their academic adjustment and GPA [9]. It implies that academic performance is not solely a reflection of intellectual ability but is deeply intertwined with psychosocial factors such as stress, coping strategies, and gendered experiences. Institutions must therefore implemeny holistic support systems, including stress management programs, counseling services, and peer mentoring, to sustain high achievers while providing targeted interventions for those at risk. By addressing both academic and psychosocial needs, schools can reduce performance disparaties and promote equitable success among female education students.

Test of Correlation

Table 3: *Test of Relationship between Female Students' Perceived Stress and Academic Performance*

Variable	M	SD	1	2
1. Perceived Stress	3.22	0.54		-.27*
2. Academic Performance			-.27*	

significant at p < .05

Table 3 reveals a significant negative correlation (r = -0.27, p < 0.001) between perceived stress (M = 3.2, SD = 0.54) and academic performance among female students, indicating that higher stress levels predict lower achievement. This finding aligns with recent studies on Filipino and global student populations, where academic stress shows moderate inverse relationships (r ≈ -0.20 to -0.30) with grades, often mediated by distress and self-efficacy [10]. For instance, a 2025 nature study on university students

during post-COVID recovery reported a similar r = -0.22 for academic stressors, emphasizing workload as a key driver [11]. A 2022 PMC analysis further linked familial stress to depression-mediated performance drops (r = -0.25), mirroring the "perceived stress as a whole" effect here [12]. Elevated stress among female students suggests targeted interventions like coping workshops or peer support, potentially boosting performance [13]. In the Philippines, integrating stress management into curricula could address gender-disparities, as females report higher relational stressors [14]. Schools should prioritize workload reduction and counseling to mitigate these risks [15].

IV. CONCLUSION

The findings underscore the significant yet nuanced relationship between perceived stress and academic performance among female BEED and BSEd students. While stress levels were generally high, particularly in the academic dimension, students demonstrated resilience, with most maintaining commendable GPA outcomes. However, the negative correlation observed between stress and performance confirms that elevated stress can hinder achievement, echoing recent studies that highlight stress as both a psychological burden and an academic risk factor. This dual reality suggests that resilience and coping strategies enable many students to thrive, yet a vulnerable subset remains at risk of poor outcomes. The implication is clear: institutions must not only pursue academic excellence but also embed comprehensive support systems, such as counseling, mentoring, and stress management programs, that foster resilience and safeguard mental health. By balancing performance expectations with psychosocial support, educational environments can empower students to manage stress effectively while sustaining their academic success.

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