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Doubts of Competency: The Impact of Academic Pressure on Grade 11 Students of Noveleta Senior High School

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Abstract

This research examines the effects of academic pressure on the mental and physical health of senior high school students. Selected students participated in a survey that asked about their pressure, experiences with stress on school activities, and performances. The survey examined the factors and expectations from teachers and parents; it

indicates that academic pressure is associated with increased stress levels, and physical symptoms to the students who experience pressure in their education. This study highlights the importance of academic pressure and promotes dealing with strategies to enhance students' mental and physical health while supporting their academic success.

Keywords: Academic Pressure, Achievement Goal Theory, Philippines

1. Introduction

In every generation, pressure is always present in a student's life. There are cases where academic stress causes burnout, uneasiness, anxiety, depression, and death. As expectations from schools, families, and society continue to rise, students often find themselves striving to meet high standards of performance, excellence, and achievement. While a certain level of pressure can motivate learners to work harder and develop discipline, excessive academic demands may lead to stress, anxiety, and burnout. Despite having the discovery of academic pressure factors, little is known about the main factor of pressure affecting the students' educational engagement.

Understanding this issue is essential for improving a learner's school participation and creating a more balanced and supportive learning environment where students can thrive without compromising their well-being. Therefore, the purpose of this study is to determine the impact of academic pressure among grade 11 students in Noveleta Senior High School.

Background of the Study

Every school year, students face pressure in academics. Pressure can be from family, friends, teachers, peers, and from the school system. It was stated in Deng *et al.* (2022) ^[4] that academic stress leads to school burnout affecting the learners' activity execution.

Academic pressure is always present, a lot of theories about it have already been made. According to Xing (2023) ^[15] that family environment affects educational success, motivation, achievement goals, and students' engagement in learning. And in Ma (2023) ^[10] study found that expectations and demands in teacher-student relationship quality influences learners' engagement and achievement. Chala and Asefa (2023) ^[2] research also found that peer-pressure can highly influence a student's academic performance with negativity or positivity. On the other hand, understanding every result of the studies that were already conducted, a conclusion that discusses the main factor that results in academic pressure.

This will give rise to the conduct of this research entitled "Doubts of Competency: The impact of Academic Pressure on Grade 11 Students in Noveleta Senior High School." The main objective of this research is to identify the number one factor that causes academic stress in the learners. Understanding this issue will help every student, parents, teachers, and schools. Other

than that, this can also contribute to identifying whether it is a causal risk factor that should be targeted in school and policy-based interventions. (Stear *et al.*, 2023b) ^[11].

Objective of the Study

Academic pressure can affect the students' school engagement, performance, and emotional well-being. This study aimed to achieve the following:

1. To understand the effect of academic pressure.
2. To evaluate the factors of stress to students.
3. To determine the effect of educational stress on the learners' activeness.
4. To unlock the reason for pupils feeling pressured in school.
5. To identify the main factor of academic pressure.

Statement of the Problem

This study aims to identify the main factor that causes greater pressure in academics of students in Noveleta Senior High School.

1. How does academic pressure affect the students' overall grades in school?
2. What are the factors causing pressure on students?
3. Why does educational stress cause the students to lack activeness in school?
4. Why does a learner feel pressured?
5. What is the main factor that stresses students in academics?

Hypothesis

Based on the problem stated above, the hypothesis is formulated:

H₀: There is no significant impact of academic pressure in students' activity execution.

H_a: There is a significant impact of pressure on students' activity execution.

Theoretical Framework

The study is anchored from the following theories: First is the Stress Theory (Transactional Model of Stress) developed by Richard Lazarus and Susan Folkman, second is the Role Strain Theory by William J. Goode, and lastly, the Achievement Goal Theory by Carol Dweck. According to Lazarus and Folkman (1984) ^[8], the Stress Theory (Transactional Model of Stress) explains that pressure in learners tends to occur when they think that academic demands exceed their academic capabilities. It is implying that educational stress increases when students feel unprepared, lack academic support, and view failure as catastrophe (Lazarus & Folkman, 1984) ^[8].

The Stress Theory (Transactional Model of Stress) is based on the concept that stress is not just an external event, but dynamic, subjective interaction between an individual and their environment. This theory can also be aligned with the study as it explains the impact of the school environment to the students, it includes the activities to do, and the standard, and the expectations of the school. This theory can also be connected to the impact of teachers on its pupils including the teaching techniques, giving of worksheets surprisingly, workloads, grading system, and relationship build with the pupils. It shows that stress from academics can be made by the learning place and the educators themselves.

The Role Strain Theory then explains that educational pressure occurs when expectations tied to a role become

overwhelming (Goode, 1993) ^[7]. This theory can be linked to the impact of peer-pressure and parent's expectations to the learners as well as the future planning for their sons and daughters, compliments, and disturbing focus. It also describes the achiever's students' habit of thinking of their academic excellence as a role that cannot be lost but instead excels in higher levels of achievements. Students tend to make academic excellence as a standard from social life that often results in pressure. The theory indicates that conflicting demands create pressure, especially in high-achieving environments (Goode, 1993) ^[7].

The Achievement Goal Theory is based on how the learners define success and judge their own competence (Dweck, 2000). This theory can be associated with the impact of peer pressure involving students' competition. It is distinguished between mastery goals where the learners are focused on learning, improvement, and ego performance. It reveals that academic pressure is stronger in performance-oriented environments where comparison and ranking are emphasized (Dweck, 2000).

Scope and Delimitations

This study focuses on the impact of academic pressure on grade 11 students of Noveleta Senior High School. Its objective is to assess factors of pressure and identify the main factor that is highly responsible for academic pressure in the learners.

It will only focus on collecting insights from grade 11 students in every strand considering the not being present in school for most grade 12 students because of work immersion. The group decided that the number of respondents is only limited to 10 to not consume a lot of time in data gathering. The researchers were given 3 days to interview and gather data. The examiners set the time when the group can only interview during the break of students on 9:30-10:00AM, 12:00-1:00PM, and 3:00-3:15PM that started on February 18, 2026. It was marked to be at that time because it was only where the student is free and does not disturb class hours.

The agreed scope and limitations are for the investigators to gather answers organized and to not use a lot of time and implicate other subjects. This is also to respect the rights of every respondent to answer and give insights comfortably and still be able to focus on their school activities.

Significance of the Study

This study aims to give understanding and meaningful insights to the impact of academic pressure on students' school performance. Its vital objective is to identify the factors that greatly cause pressure in a learner. In general, understanding the impact of academic pressure is significant as it can severely affect educational success, plans, a person's well-being, and relationship with others. Specifically, the researchers believe that the findings of this study will benefit the following:

Students: Noveleta Senior High School Students will benefit from this study by having their situation be noticed. This will help them to ease their pressure in academics.

Teachers: Teachers can use this study to better observe a student's performance in school. This will give them an understanding of their students' situation that will help them think of teaching techniques that are interactive for learners.

Educational Institutions: This study can be used by schools to build a better environment for learners, including

making programs that are not all about competency. The findings can be used to fix school systems that are not welcoming for undergraduates.

Family: Family members can use the findings to reflect on their actions. This study can be an alarm for them to have an awareness and better observation of their members, specifically students.

Future Researchers: This may be used as a reference for future researchers to give foundation on their research that has relation to academic pressure. This will help them explore and expand their study.

Definition of Terms

Students: It refers to the respondent that takes part in the research. It was identified as grade 11 students.

Mental Health: It refers to the emotional capacity of the students. This regards the emotional well-being of the learners. It is how the learner shows emotions in school.

Physical Health: It refers to the body's health of the students. It is how the learner behaves in school physically.

Academic Pressure: It refers to the stress a student experiences. It is a stress that is about school performances.

School System: It refers to the school's teaching format. It includes exams format, relationship build, school demands and standards. It is how the family members give treatment.

Family Environment: It refers to family members' relationship. It includes communication, expectations, and standards.

Doubts of Competency: It refers to the given skills of students. It is the phase of students where skills and school performance are questioned.

Educational Success: It refers to the students' achievement in school. It is the students' accomplishment of the school.

Causal Risk: It refers to the specific action that causes an adverse outcome. It is the result of the academic pressure that a learner experiences.

Activity Execution: It refers to the activities that a student does. It is the school attendance and performance of the learners.

2. Review of Related Literature

This part of the chapter tackled the study's different themes, which are the Factors of Academic Pressure, the Impact of Academic Pressure, and The persons affected by Academic Pressure. The study gives a perception of how academic pressure influences the learners' school activities and engagement in Noveleta Senior High School. Related literature and studies were presented in this chapter.

International

The Factors of Academic Pressure

Several research investigations have shown that pressure starts on individuals that are always around the undergraduates. According to Deng *et al.* (2022b), family stress relates to depression levels and academic performance in students.

Another investigation revealed that the teacher-student relationship influences academic engagement (Liu, 2024) ^[9]. According to Liu (2024) ^[9] that a positive relationship enhances educational engagement by increasing students' perceived social support.

Moreover, by increasing perceived social support, a positive teacher-student relationship can reduce academic pressure, which also helps improve academic engagement. On the

other hand, a negative and pressuring teacher-student relationship can also decline academic engagement.

The Impact of Academic Pressure

Pressure is an inevitable part of human life, influencing how individuals think, feel, and perform in various environments. As stated by Zhao (2024) ^[17], students with higher academic self-efficacy and positive coping mechanisms reported greater feel, and perform in various environment. As stated by Zhao (2024) ^[17], students with higher academic self-efficacy and coping mechanisms reported greater satisfaction, even under stress, indicating coping styles to modulate the negative effects of stress.

The study found that stress alone does not automatically reduce student satisfaction. Instead, its impact depends on how students perceive and manage it. In contrast, students with low self-efficacy may doubt their abilities, feel overwhelmed easily, and interpret stress as a sign of failure (Zhao, 2024) ^[17].

The Result of Academic Pressure

Academic pressure has become an increasingly significant issue. In the report of Sonar (2024) ^[12], high school students are mainly affected by academic pressure. They tend to prioritize grades over well-being, often neglecting sleep and health.

These students feel intense pressure to get high grades. The main idea is that secondary learners are prioritizing grades over their well-being (Sonar 2024) ^[12]. In other words, academic success becomes more important than maintaining healthy habits.

Higher levels of academic pressure significantly predicted greater academic procrastination (Xue *et al.*, 2025) ^[16]. In this case, students under high pressure may adopt negative coping strategies including behaviors such as avoidance, denial, and disengagement.

The study demonstrates that due to educational stress, high schoolers who felt more overwhelmed by academic demands were more likely to delay completing their tasks.

Local

The Factor of Academic Pressure

Academic achievement among senior high school students is shaped by a variety of interactions of personal, social, and environmental factors. For Grade 11 learners, expectations from family members and peers can serve as powerful variety of interactions of personal, social, and environmental factors. For grade 11 learners, expectations from family members and peers can serve as powerful motivators but can also create stress that impacts performance and well-being (Gansino *et al.*, 2024) ^[6].

The study shows that peer pressure influences how students perform their studies. Learners may feel motivated to do well when surrounded by academically driven friends. On the other hand, adverse peer pressure leads to distractions, lack of academic focus, or engagement in school activities.

According to Cabañas and Bautista (2025) ^[1] investigation, a competitive environment like learners being constantly compared to their peers makes them feel the need to perform at a very high standard. It was also stated that worksheets that require a significant time of submission and an effort add to the workload and stress (Cabañas & Bautista, 2025) ^[1].

Considering these findings, peer pressure and workloads are factors that stress students' mental health. Through competition, loads of school activity increases that results in academic pressure on students.

The Impact of Academic Pressure

Educational pressure like heavy workloads, high expectations, and exams affects the learners' mental health (Villanueva *et al.*, 2025) ^[14]. In the findings of the researchers Villanueva *et al.* (2025) ^[14], students who undergo pressure at a higher level tend to show lower emotional stability. This means that they were more prone to stress, anxiety, or mood swings with less interaction with friends and peers.

To simply state, the findings imply that academic pressure can subtly undermine the students' emotional well-being and their ability to maintain social relationships. This gives highlights to the significance of support, stress management, and workloads on the learners.

Academic pressure has a dual effect; it can motivate a learner to achieve more and workloads on the learners.

Academic pressure has a dual effect, it can motivate a learner to achieve more but can also discourage them and harm their overall well-being (Cruz *et al.*, 2025). The examination suggests that a balanced approach is crucial in academic settings; one must promote motivation while providing support to protect students' mental health.

The Result of Academic Pressure

Teaching healthy stress is a vital point for the learners to cope with academic pressure. When pressure reaches a higher level, the coping strategies made by the students to ease stress become useless as it becomes intense or prolonged (Sumaoy *et al.*, 2026) ^[13]. It was also stated that considering the motivation that learners with academic pressure that is used for motivation may succeed academically (Cruz *et al.*, 2025) but will suffer mentally or emotionally.

The study emphasizes that sustained pressure from education can harm holistic well-being. It also implies that academic stress cannot only affect students' academics but also their personal stability.

To synthesize the findings of the review of related literature and studies, each of them offered findings about the impact of academic pressure to students. The literatures in the theme of the factors of academic pressure focus on the individuals effects on a learner educational engagement and pressure acquire while the literatures in the theme of the Impact of Academic Pressure focused on the academic pressure effects itself, and the literatures in the theme of the Result of Academic Pressure focused on the outcome of pressure to the students. All in all, the other research did not find and reveal the main source of academic pressure. Considering these results, the study entitled "Doubts of Competency: The impact of Academic Pressure on Grade 11 Students in Noveleta Senior High School" main objective is to disclose the main factor that greatly contributes to the learners educational stress. This research Grade 11 Students in Noveleta Senior High School" main objective is to disclose the main factor that greatly contributes to the learners academic stress. This research will benefit students, teachers, educational institutions, parents, to improve the overall academic system, encourage healthy coping mechanisms, and promote awareness. This will also help

future researchers with topics connected in this research to act as a foundation in making their investigation effective.

3. Methodology

This chapter will examine the research methodologies applied by the researchers to analyze the highlighted issue in the study. This chapter will include the research design, locale, participants, and how the researchers examine the data and the procedure.

Research Design

The researchers used a qualitative method to gather data from then (10) participants through an interview that aims to comprehend the relationship between academic pressure and the students' school engagement.

A phenomenological research design is employed in this study to give an understanding of the lived experiences of the students in educational stress. Through this, the researchers will be able to gain a primary source of evidence that can enhance the credibility and validity of the findings.

Research Locale

The study was conducted in Noveleta, Cavite particularly among the senior high students at Noveleta Senior High School. The municipality was selected as the research locale due to the similar situations reported by the learners in the area.

Focusing on Noveleta Senior High School Students allowed the researchers to gather data from a specific population that can easily be reached and acquire a relevant information. This setting provided an appropriate context for examining students' experiences and perceptions regarding the impact of academic pressure.

Population and Sampling

The population of the study came from Noveleta Senior High School where ten (10) students from grade 11 were chosen to participate. The researchers will use convenience sampling. The sample size of this study is for qualitative data.

Convenience sampling was applied to get the samples needed in order to solve the problems stated. In convenience sampling, the participants are selected based on their proximity. The researchers used the convenience sampling technique as it is the easiest way to gather samples considering the time limit of the researchers to gather data.

Research Instrument

An interview guide was used to gather information for the research problem entitled "Doubts of Competency: The Impact of Academic Pressure on Grade 11 Students of Noveleta Senior High School. The interview guide was developed based on the objectives of the study. The guide consisted of 10 open-ended questions designed to explore students' experiences with academic stress and how it affects their perception of competency.

During the interview, the researchers gathered a variety of opinions from the participants regarding their experience with academic pressure. The question was used as a guide to help the students in sharing their thoughts, feelings, and coping strategies in detail. The answers collected reflected the students' personal experiences and perceptions, providing a qualitative data for analysis.

The interview guide was reviewed and modified by the researchers to ensure clarity and relevance to the study. Conducting the interview allowed the researchers to gain a deeper understanding of how academic impacts the students' confidence in their abilities.

Data Gathering Procedure

The data will be gathered through a face-to-face interview that will contain ten (10) questions related to academic pressure in students.

First, the researchers will provide a consent paper that is for the approval of the school authorities and informed consent for participation.

Second, the setting of the convention will be in a quiet and comfortable place.

Third, the researchers will ask an open-ended questions and follow-up questions when necessary to gain deeper insights that will last approximately 5-10 minutes.

Lastly, the responses will be recorded and documented with the participant's consent to ensure accuracy and completeness of the data collected.

Data Analysis Procedure

The collected data will be analyzed using a qualitative method, particularly thematic analysis.

First, all the recorded responses of the participants will be transcribed, and the researchers will review the transcription to become familiar with the data.

Next, the researchers will perform coding where repeated statements or ideas will be identified and labeled. Similar responses will then be grouped together to form a broader category.

Afterwards, the researchers will identify emerging themes that represent common patterns or shared experiences among the participants related to academic pressure. The identified themes will then be reviewed to ensure that they align with the data collected.

Finally, the researchers will interpret the themes and support them with direct quotations from the participants' responses. The process will help to provide a deeper understanding of how academic stress affects the students.

Ethical Considerations

In conducting the study titled "Doubts of Competency: The Impact of Academic Pressure on Grade 11 Students at Noveleta Senior High School," the researchers prioritized the protection and well-being of all participants. Students were given a clear explanation about the purpose of the research before they decided to take part. Their participation was based on their own willingness, and they were free to decline or discontinue their involvement at any point without facing any negative consequences.

Confidentiality was strictly observed throughout the study. The identities of the participants were kept anonymous by using codes instead of real names. All information collected from the respondents was handled with care and was used solely for academic purposes. The data gathered were stored securely and were not disclosed to unauthorized individuals.

Moreover, the researchers showed respect and sensitivity, especially since the topic involves academic pressure and possible self-doubt among students. Participants were not required to answer questions that made them feel uncomfortable. The researchers ensured that the process did not cause any emotional or mental distress and upheld

honesty and professionalism at all times.

4. Results and Discussion

This chapter presents the findings based on the data that was collected from the respondents. The information was obtained through a qualitative method, interviewing ten (10) numbers of grade 11 students at Noveleta Senior High School about the impact of academic pressure. The responses were grouped into themes based on the shared perceptions of the participants. The themes presented were analyzed using thematic analysis to identify repeated responses related to the students' experiences in academic pressure.

Research Question 1:

When do you feel pressure the most?

Theme1: Workloads

Several participants declare that consecutive activities and deadlines bring pressure.

Ano 'pag kunyari sa mga deadline tapos sunod-sunod siya.

(Respondent 1)

Sunod-sunod na ano, gawain gano'n.

(Respondent 2)

Umm when there's a cramming week, kapag sobrang dami ng pinapagawa ng mga teachers.

(Respondent 3)

Kapag sabay-sabay na ang mga gawain. Doon ako mas lalo napre-pressure kasi hindi ko alam kung ano ang uunahin ko.

(Respondent 5)

Bilang estudyante, syempre nag-aaral tayo, madaming activity, madaming assignment, at marami ring kailangang bayaran, kaya doon ko nararanasan ang pressure talaga.

(Respondent 7)

The statements suggest that activities, assignments, and deadlines affect the students' capability. When activities and deadlines become overwhelming, they may negatively affect students' ability to perform well. Excessive workload can lead to stress, reduced productivity, and difficulty in maintaining focus.

Theme 2: Pressure of Participation

A response stated that participating in contests involving academics sets a tension.

Siguro kapag nasasali ako sa mga contest at tungkol sa academics.

(Respondent 4)

The response implies that contest participation for school purposes contributes to burden to learners. Students who join contests often have to balance their academic responsibilities alongside training and practice, which can increase their workload. This added workload increases

stress levels and create pressure to perform well, not only for themselves but also for their school.

Theme 3: Parents Expectations

A statement revealed that standards made by the parents play a part in pressure on the students.

When my parents expect me to have a high grade.
(Respondent 9)

This theme proposes that parents' expectations affect the students. When apprehension is made, it causes pressure. Many students feel the need to meet or exceed these expectations in order to gain approval or avoid disappointment. When these expectations are perceived as too high or difficult to achieve, they can create feelings of apprehension and self-doubt.

Research Question 2:

What makes you worry the most about your school performance?

Theme 1: Self Standard

Multiple responses indicate that self assumptions impact mentality.

Ahm kapag alam kong mababa yung scores ko sa mga performance, quizzes, amd activities kasi...parang kulang yung efforts na nabibigay ko.
(Respondent 3)

Yung hindi ko ma-maintain o maabot yung expectations ko sa grades. Halimbawa, kung 99 ako dati, pakiramdam ko dapat 99 pa rin ako ngayon o mas mataas pa.
(Respondent 5)

The statements revealed that students make standards and expectations for themselves. These self-imposed goals are often influenced by personal ambitions, societal norms, and the desire to excel. While having high expectations can motivate students to perform better, they can also become a source of significant pressure.

Theme 2: Time limit to Deadlines

Some students reported that assignments are related to stress.

Yung ma-missed yung mga pt and yung mga seatwork ganon.
(Respondent 8)

Like yung ano...kapag over yung pressure te...yung kapag like ano diba kunwari performance na namin bukas, now lang po namin...parang masasaayos kasi yung busy nga po..yung ganon.
(Respondent 10)

The theme suggested that time limits for activity influence academic stress. Simultaneous schedule of deadlines affect the students leading to missed activities and cramming.

Theme 3: Uncooperative Group

The response from students implies that group work can contribute to uneasiness in performance.

Yung sa ano, pr namin. Kasi, yung iba kasi hindi sila natulong, parang nape-pressure din ako na baka mamaya hindi namin—hindi kami makasabay.
(Respondent 1)

This reflects that group activities can affect school achievement. Uncooperative members influence the pressure in performing activities. This imbalance places additional pressure on responsible students, who may feel compelled to compensate for others' lack of participation in order to complete the task on time.

Research Question 3:

What makes you feel pressure in academics?

Theme 1: Continuous Activities

Some answers showed that continuous distribution of schoolwork results in educational stress.

Ano...yung sunod-sunod na activities gano 'n pa rin.
(Respondent 2)

Kapag ano, kapag maraming pinapagawa, like activities 'yung sabay-sabay, tapos hindi ko na alam kung alin doon 'yung uunahin ko, doon ko na nararanasan yung pressure.
(Respondent 7)

This explains that schoolwork distribution is connected to academic pressure. A series of activities at a time results in choice overload. When students are required to handle multiple tasks simultaneously, they often face "choice overload," where deciding which activity to prioritize becomes stressful and mentally exhausting.

Theme 2: Demands

Several respondents reported pressure related to demands in academic:

Yung standards ng ibang tao na parang kailangan magaling ka palagi.
(Respondent 5)

Kapag nag e-expect ang family ko ng ganyan na kasali ako sa ano sa honor.
(Respondent 9)

The responses show that a demand from people surrounding students contributes to distress in academics. Expectations to achieve high grades, participate in extracurricular activities, or meet others' standards can add pressure beyond the students' own workload.

Theme 3: Subject Difficulty

Multiple responses claimed having difficulty in an area of study.

- PR.*
(Respondent 1)
- Ahm... sa ano po Pagbasa.*
(Respondent 6)
- Pr po.*
(Respondent 10)

The reports indicate that school subjects relate to educational tension. The area of study difficulty impacts students' academic performance. Subjects that are perceived as difficult or require higher levels of critical thinking can increase the cognitive load on students, resulting in heightened stress and anxiety.

Research Question 4:

Who makes you feel pressure in academics?

Theme 1: Self-Imposed Pressure

Several participants revealed that pressure came from self expectations.

- Yung sarili ko rin.*
(Respondent 4)
- Ako rin po, sarili ko.*
(Respondent 5)
- Wala naman po, sarili ko lang.*
(Respondent 6)
- Ahmmm, wala namang nakaka-pressure, 'yung sarili ko lang, kase siyempre bilang isang honor student, is nakaka-pressure 'yung sarili kapag 'yung iisipin mo na, "Hala, 'yung mga ganito, paano na lang gawin? Paano kung mawala ako sa honor?" Ganoon.*
(Respondent 7)

The theme implied that pressure is made through self standards. Academic achievements such as grade excellence causes students to expect higher achievement resulting in academic stress. This self-imposed pressure often creates a cycle where initial successes raise the bar unrealistically, leading to burnout and diminished motivation over time.

Theme 2: Teachers' Effect

Some participants reported teachers as a factor of pressure:

- Teacher.*
(Respondent 2)
- Ahm mga teachers kasi—nagsasabay-sabay yung mga deadlines na binibigay nila sa mga students kapag may mga performance, activity, tiyaka yung mga schedule mga quizzes.*
(Respondent 3)

The responses showed that teachers are a factor related to academic pressure. Deadlines of performance tasks, activities, quiz schedules made significantly affect the students.

Theme 3: Family

Some answers implied that family causes pressure in academics.

- Pamilya.*
(Respondent 8)
- Parents po...*
(Respondent 10)

This suggests that family adds to pressure in education. Expectations made from family impacts the students' performance in school. High parental aspirations for top grades can intensify emotional strain, leading to fear of failure and avoidance behaviors.

Research Question 5:

What are you experiencing when you feel pressured?

Theme 1: Emotional Liability

Several responses from respondents indicate that pressure affected their mental health.

- Ano, ina-anxiety ako 'pag ano, natutulala tapos parang kung ano-ano yung pumapasok sa isip then, nanginginig ganon*
(Respondent 1)
- Ahm ano ahm kapag...hindi ko na alam yung gagawin ko, medyo natutulala and then nag-iisip kung ano ipapasa ko, ano uunahin ko, ano uunahin kong gawin.*
(Respondent 3)
- Ahm, worry, anxiety, and na dedepressed po.*
(Respondent 9)
- Ano...parang..yung parang ayon nade-depressed ako, like andaming iniisip..tas yung parang naffeel ko is parang ang down...parang ang down ng earth...*
(Respondent 10)

The answers show that academic pressure has a significant impact on a students' emotional well-being. These emotional strains can affect students' mood, motivation, and self-confidence, making it harder for them to engage fully in learning and maintain a healthy balance between academic and personal life.

Theme 2: Stress

Some participants reported experiences of overstress resulting from lack of focus.

- Parang nasi-stress ako at minsan nagbe-breakdown bigla kasi hindi ko na alam kung ano ang gagawin o kung ano ang uunahin ko.*
(Respondent 5)
- Ahm.. stress ganon tapos natutulala kana lang hahaha.*
(Respondent 8)

The answers revealed due to stress in academics, it causes emotional instability that leads to lack of focus in class. This lack of focus can compound academic difficulties, creating a cycle where stress and poor performance reinforce each other.

Research Question 6:

What do you think is the factor that gives most of the pressure to academics?

Theme 1: Pressure from Family

Participants expressed that family is the factor that mostly gives pressure in academics.

Both ano kasi e...sa academics din sa family...
(Respondent 1)

Family.
(Respondent 4)

This suggests that family pressure directly affects the students' engagement in school activities. Family expectations shape students' emotion, motivation, and academic performance. Unrealistic demands from parents may discourage participation in extracurriculars and erode intrinsic drive, fostering disengagement.

Theme 2: Pressure from Teachers

Some participants reported teachers as a factor of academic tension.

Hmm teacher.
(Respondent 2)

Factors—yun yung nga schedules na binibigay ng mga teachers, sabay-sabay na performance task tiyaka activities.
(Respondent 3)

The responses indicate that through workloads and expectations from teachers affects the students' academic performance. When students are given excessive workloads, they may experience stress, fatigue, and difficulty managing their time effectively, which can negatively impact the quality of their learning and overall academic outcomes.

Research Question 7:

How do you feel when you are under pressure?

Theme 1: Emotional Instability

Some responses showed the impact of pressure in emotional stability.

Ano...umiiyak, umiiyak na lang ako parang—parang ano sinisisi ko yung sarili ko kung bakit ah bakit ako nando'n sa situation na 'yon, gano'n...
(Respondent 1)

Pakiramdam ko parang wala akong kaya at nawawala lahat ng galing ko. Parang hindi ko magawa yung mga bagay na nagagawa ko dati.
(Respondent 5)

This indicates that academic distress has a negative impact on students' mentality. It may lead to self-blame, reduced self-esteem, and frustration. Prolonged exposure to such distress can exacerbate mental health issues, including social withdrawal and diminished problem-solving abilities.

Theme 2: Cognitive Overload

Several responses showed the students emotional incapability during academic pressure.

Nagpapanic.
(Respondent 2)

Ahm ano, overwhelmed kapag ano—hindi no na alam yung uunahin mo.
(Respondent 3)

Ahm... anxious ganon..
(Respondent 8)

Nag wo-worry and ano parang natataranta ganon.
(Respondent 9)

The statement suggests that pressure leads to negative thoughts. It may affect the students' ability to focus and manage their time effectively. Persistent negative rumination under pressure disrupts cognitive processes.

Research Question 8:

How do you relieve academic stress?

Theme 1: Hobbies and Habits

The respondents expressed their way of healing educational stress in doing hobbies and habits.

Makinig ng music.
(Respondent 1)

Hmm ginagawa ko yung mga ano, naglalaro ako ng mga ano, playing games pampakalma.
(Respondent 2)

By doing hobbies.
(Respondent 4)

Ahm...nililibang po yung sarili ko like panonood po sa social media or ahm... pagbabasa ng mga books.
(Respondent 6)

The answers showed that students engage in doing activities including music, games, and reading to help reduce their stress. These activities serve as coping mechanisms that allow students to relax and temporarily shift their focus away from academic pressures.

Theme 2: Hanging Out

Several participants engage in socializing to cope with academic stress.

Ano, hang-out hawgehe. Ano, with favorite person I think? Hik, tiyaka friends ehi...
(Respondent 3)

Ahh, para mawala 'yung stress ko, nakikipag-usap ako sa mga taong malapit sa akin upang ibahagi 'yung mga nararamdaman kong stress.

(Respondent 7)

Ahm... bonding with friends and reading some books ganon.

(Respondent 8)

This suggests that to cope with pressure in school work, students do socializing and hanging out to escape distress in academics. It serves as a temporary distraction from academic demands, allowing students to relax and recharge.

Research Question 9:

In what way does this relief help to reduce pressure?

Theme 1: Relaxation

Several responses stated that stress reliefs help to reduce academic pressure.

Ano...narerelax kasi kunyari 'pag ano ahm nakikinig ako ng mga music narerelax yung ano ko, yung mind ko then parang naano...saglit na nawawala yung stress ko ganon.

(Respondent 1)

Napapakalma niya yung isip ko at mas lumilinaaw kang ano ang mga susunod kong steps.

(Respondent 5)

The responses indicate that hobbies and habits help to escape and ease academic pressure. It acts as a coping mechanism to manage stress and maintain emotional well-being.

Theme 2: Temporary Relief from Stress

Participants expressed a decrease of pressure in school through stress reliefs.

In what way?...Kapag kasi nanghahang-out, nakakalimutan yung mga schedule—parang nawawala yung isip mo sa academics.”

(Respondent 3)

This shows that social interaction and emotional support help students to relieve academic stress. It allowed them to share and release the pressure caused by academic responsibilities.

Research Question 10:

How can facing the factor of pressure help in stress relief?

Theme 1: Enlightening

Respondents stated that facing the factors of pressure can help to reduce the educational burdens.

Ahm siguro kapag na-confront ko sila ahm, ano...ahmm pa'no ba...siguro mas gagaan yung loob 'pag—kasi kapag kinikimkim yung isang...sama ng loob lalo lang siyang dumadami or lumalaki then kapag hindi mo siya nalabas talaga ng ano, bigla ka na lang talagang parang sasabog ganon 'n the syempre ayaw mo rin makasakit ng ibang tao kaya imbis na

ipunin mo yung sama ng loob mo dapat sabihin mo dun sa taong 'yon...gano 'n...

(Respondent 1)

Makakaano siya ng stress relief kasi maiintindihan nila yung students para i-adjust yung deadlines na binibigay nila and mabawasan din yung mga performance task and activities.

(Respondent 3)

Siguro kapag na-confront ko yung parents ko tungkol doon, parang gagaan yung feelings ko.

(Respondent 5)

Yung...ano...sa...pagha-handle ganon.

(Respondent 8)

The responses highlighted that directly addressing the source of academic stress allows students to express themselves. Directly addressing the sources of academic stress enables students to articulate their concerns more clearly and seek appropriate support.

Theme 2: Released

Several responses stated that facing the academic stressors gives a sense of burdens released.

Kahit papaano, kapag nangyari iyon, parang nare-release yung mga naipon kong emosyon.

(Respondent 4)

“Yung stress, lalo na 'yung stress, nawawala na lang siya kapag nasasabi ko 'yung mabibigat na saloobin ko.”

(Respondent 7)

This reveals that confronting the source of stress and sharing worries with others, help the students to lighten up their emotional burden. It gives a sense of control, reduces emotional buildup, and prevents stress from escalating as it can set aside academics focus.

The findings revealed that simultaneous giving of activities and self expectations are high levels of factors that cause pressure to students. It also includes students who experience academic pressure resulting in emotional instability and mental health problems. The findings of workload pressure can be aligned with Cabañas and Bautista (2025) ^[1] study which found that rigorous curricula, competitive environments, and high expectations significantly contributed to academic stress, conflict, and pressure among senior high school students. It explained that excessive distribution of school activities contributed to the learners' educational stress.

Another finding that indicates self expectations to be an academic stressor aligns with the study of Cruz *et al.* (2025b) ^[3] that negative impact of pressure arising from coursework management difficulties, overly ambitious self-expectations may undermine students' holistic well-being, causing stress, anxiety, or burnout. Together, these findings suggest that self-imposed academic pressure is a double-edged sword, capable of boosting performance while simultaneously posing risks to psychological health.

It was also revealed that academic pressure affects the students mental health leading to emotional instability.

These findings align closely to the study of Villanueva *et al.* (2025) ^[14], observing the students' experience of high levels of academic pressure showing declines in emotional stability and social engagement. This supports the claim that academic pressure contributes to emotional instability among students, highlighting the importance of balancing academic expectations with mental health support.

Overall, the findings revealed significant themes connected to the impact of academic pressure on the students' school performance and its key factors. These findings provide a deeper understanding of the students' experiences and serve as the basis for the conclusions and recommendations discussed in the next chapter.

5. Summary of Findings, Conclusion, Recommendations

This chapter presents the summary and conclusion derived from the conduct of the study, which aims to determine the relationship between the academic pressure and the experiences of the Grade 11 students at Noveleta Senior High School. Recommendations that students may pursue will also be presented.

The study was conducted at Noveleta Senior High School. The respondents were students within the school. They were selected using convenience sampling as only the available join the study will be the study's respondents. In the qualitative phase the researcher used thematic analysis to further give an in-depth understanding of the results.

Summary of Findings

The findings of the study were summarized according to the statement of the problems Summary of Findings Chapter 1.

1. How does academic pressure affect the students' overall grades in school?

The findings show that academic pressure impacts students' overall grades. Excessive stress can decrease concentration, motivation, and performance in school tasks. When students feel overwhelmed by their academic responsibilities, it becomes harder for them to focus on studying. This difficulty may lead to lower grades.

2. What are the factors causing pressure to students?

The findings reveal several factors that cause pressure among students. These include a heavy sequence of school work, high expectations from parents and teachers, limited time to finish assignments, and fear of failure. Each of these factors adds to the stress that students experience in their academic life.

3. Why does educational stress cause the students to lack activeness in school?

The findings indicate that educational stress can make students inactive in school, as they may feel mentally and emotionally drained. Consequently, students may reduce motivation to engage in class activities, discussions, and school events.

4. Why does a learner feel pressured?

The findings suggest that students feel pressured by the need to perform well academically. They also face competition from classmates and the desire to meet the standards set by parents, teachers, and themselves. These expectations can lead to stress and anxiety.

5. What is the main factor that stresses students in academics?

The findings show that the primary source of academic stress for students is the heavy distribution of assignments. They often deal with multiple assignments, projects, and exams within a short time frame. This academic demand frequently results in increased pressure and stress for learners.

Furthermore, the combination of stress and fear of failure undermined their confidence, leading some students to doubt their abilities even when they had successfully completed similar tasks in the past. Overall, the data suggest that chronic stress and nonachievement shape not only the immediate decisions of students in approaching academic challenges but also their long-term attitudes toward—learning, problem-solving, and self-efficacy, highlighting the critical need for interventions and support systems to help students manage stress and build resilience in their academic journey.

Conclusion

Based on the findings, the following conclusions were drawn:

1. The students at Noveleta Senior High School experience a high level of academic distress due to academic expectations and schoolwork. The excessive stress that students feel decreases concentration and even on their academic performances that may lead to lower grades.
2. The students' stress has an impact on their physical and mental health leading to anxiety and a lot of tension that educators give them. The heavy schedule of tasks, fear of failure, and high expectations are academic demands that often result in heightened stress and pressure among learners.
3. The student's stress can make students become dormant in school. As they may feel drained and lack focus. The students become unmotivated to engage in class activities.
4. The Students feel most compared by their parents, teachers, and themselves to their other classmates who they saw actively in class competitions and activities. The students desire to meet the standards of the factors contributing to stress among students.

Overall, the findings revealed that giving school activities concurrently is the factor that results the most in educational distress to students in Noveleta Senior High School. These outcomes can be connected to the study conducted by Cabañas and Bautista (2025) ^[1]. Their research emphasized that poor scheduling and the overlapping of requirements can overwhelm students, limiting their ability to effectively cope with academic responsibilities. Furthermore, the present findings support the idea that educational institutions need to consider balanced workload distribution and coordinated planning among teachers to reduce unnecessary academic pressure.

Recommendations

For Students: Students are encouraged to learn how to manage academic stress effectively. They should practice proper time management including task scheduling and attending school sessions regularly, set realistic academic goals, and seek support from teachers, peers, or family members when necessary. Maintaining a balance between academic responsibilities and personal well-being can help

prevent stress and self-doubt from negatively affecting their academic performance.

For Teachers and Educators: Teachers are encouraged to provide clear instructions, reasonable deadlines, and constructive feedback to help students accomplish their academic tasks effectively. By guiding and encouraging students, teachers can help build students' confidence and motivate them to approach challenging academic activities with a positive mindset.

For Parents and Guardians: Parents are encouraged to support and guide their children in handling academic tension.. They can help by providing encouragement, understanding their children's academic struggles, and promoting a balanced routine that includes time for studying, rest, and relaxation.

For School Administrators: School administrators may implement programs, seminars, or workshops that focus on stress management, resilience, and effective study strategies. These programs can help students develop healthy coping mechanisms and maintain active participation in their academic responsibilities.

For Future Researchers: Future researchers may expand the study by determining a larger group of participants or including students from different schools or educational levels. They may also explore other factors related to academic burden, such as mental health, motivation, study habits, and support systems.

6. Dedication

The study that was conducted by the student researchers with hard work and effort is dedicated to:

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Future researchers, may this study serve as a useful reference for conducting another study. It is a desire that this research will help to strengthen similar topics and give a different perspective.

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