

EFFECTS OF STRESS ON THE MENTAL HEALTH OF BEED STUDENTS OF NORTHERN ZAMBALES COLLEGE, INC.

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ABSTRACT

This quantitative descriptive study investigates the effects of stress on the mental health of students enrolled in the BEED program at Northern Zambales College Inc. The study aims to examine the various effects of stress experienced by BEED students and how these stressors influence their mental health outcomes. A survey questionnaire with validated scales was administered to a sample of students to collect data on the causes and effects of stress. Data were analyzed using descriptive statistics, including frequencies and standard deviations, to identify patterns in stress experiences and their effects on mental health. Additionally, Analysis of Variance (ANOVA) was conducted to explore differences in stress effects based on students' demographic profiles. The study is expected to reveal high levels of stress, which may adversely affect academic performance and overall well-being. Findings will provide insights into the specific effects of stress on BEED students and support the development of targeted interventions and coping strategies to promote mental health and effective stress management. By emphasizing the prevalence and impact of stress within this population, the study contributes to the existing literature on student mental health and provides a foundation for future research on strategies to address the effects of stress and improve psychological support among college students.

Keywords: Stress, Mental Health, Intervention, Coping, Academic Performance

INTRODUCTION

Mental health is a vital component of overall well-being, influencing how individuals think, feel, and act in daily life. Stress, a major factor affecting mental health, can manifest as both eustress and distress, impacting students' focus, emotions, and academic performance. College students, particularly those in teacher education, face multiple stressors from academic and personal demands. This study examines the effects of stress on the mental health of BEED students at Northern Zambales College, Inc., aiming to identify its causes, impacts, and implications for promoting positive mental health and academic resilience among future educators.

RESEARCH PROBLEM

A quantitative descriptive study to determine the effects of stress on the mental health of BEED students at Northern Zambales College, Inc., and to examine the causes and impact of stress on their emotional, psychological, and social well-being.

OBJECTIVES

- To assess the causes and effects of stress on the mental health of BEED students at Northern Zambales College, Inc.
- To compare the effects of stress on mental health when grouped according to student profile variables, including age, sex, and year level.
- To determine the relationship between the students' demographic profile and the effects of stress on their mental health.

MATERIAL AND METHODS

A quantitative descriptive research design was utilized to examine the effects of stress on the mental health of Bachelor of Elementary Education (BEED) students at Northern Zambales College, Inc., Masinloc, Zambales. Through purposive sampling, 140 participants were drawn from a total population of 216 students across four academic year levels. Before data collection, ethical approval and formal authorization were obtained from the Dean of the College of Teacher Education and the President of the school. The researchers personally administered the questionnaires and provided a standardized briefing on the study's objectives to ensure voluntary, informed, and unbiased participation. Data were collected through a survey questionnaire and analyzed using statistical tools such as frequency, percentage, ranking, weighted mean, and Analysis of Variance (ANOVA).

Specification of the Instrument and Related Measurement

Part A: Demographic Profile consists of 3 items.

Part B: Causes of Stress. Comprised 15 items addressing potential stressors such as academic workload, family issues, personal relationships, financial concerns, and self-perception. Responses were rated using a 4-point Likert scale (1 = Never, 2 = Seldom, 3 = Often, 4 = Always). Weighted mean (WM) calculations were incorporated to quantify the frequency of each stressor, with academic-related factors identified as the primary stressor (WM = 3.01, interpreted as *Often*).

Part C: Effects of Stress. Comprised 15 items evaluating the impact of stress on mental health, including sleep disturbances, mood changes, academic performance, health issues, and social behaviors. Responses were similarly rated on the 4-point Likert scale, with sleep disturbances identified as the most prominent effect (WM = 3.25, interpreted as *Often*).

RESULTS

Table 1: Among the 140 student respondents, the majority were aged 19–21 years (62.14%) and female (75.71%). By year level, 3rd-year students were most represented (30.71%), while 4th-year students were the least represented (19.29%). The sample was predominantly young adults, mostly female, and adequately distributed across academic levels, providing a representative profile for the study and establishing a context for examining stress-related patterns.

Table I: Frequency and Percentage Distribution of Subjects According to Socio-Demographic Variables

No	Profile	Category	Frequency	Percentage
1.	Age	16-18	8	5.714
		19 – 21	87	62.143
		22 and above	45	32.143
		Total	140	100
2.	Sex		Frequency	Percentage
		Male	34	24.29
		Female	106	75.71
		Total	140	100%
3.	Year Level		Respondents	Percentage
		1 st Year	32	22.86
		2 nd Year	38	27.14
		3 rd Year	43	30.71
		4 th Year	27	19.29
		Total	140	100

Table 2: The respondents most frequently experienced stress due to “doing assignments/homework” (WM = 3.01, *Often*), followed by “home responsibilities” (WM = 2.96), “financial problems” (WM = 2.81), and “time spent on social media” (WM = 2.83). The least cited stressor was “having a love life” (WM = 2.24, *Seldom*). The overall weighted mean of 2.61 indicates that respondents generally experience stress *often*, highlighting the prevalence of academic and personal stressors in their school environment.

Table II: Frequency Distribution of Causes of Stress

Causes of Stress	Year Level	4	3	2	1	WM	TWM	VI	Rank
1. Failure to quizzes/examinations result	1 st	32	51	12	1	3	2.59	Often	8.5
	2 nd	16	42	24	8	2.37			
	3 rd	16	45	42	3	2.47			
	4 th	16	24	26	2	2.52			
2. Doing assignment/ homework	1 st	40	48	8	11	3.34	3.01	Often	1
	2 nd	48	30	28	2	2.84			
	3 rd	60	33	30	2	2.91			
	4 th	28	36	16	0	2.96			
3. Presentation of dances, songs, and speech.	1 st	32	33	24	1	2.81	2.63	Often	7
	2 nd	12	45	36	2	2.50			
	3 rd	4	26	11	2	2.74			
	4 th	12	30	24	1	2.48			
4. Experiencing family problems	1 st	20	42	16	5	2.59	2.66	Often	5
	2 nd	40	39	12	9	2.63			
	3 rd	60	48	22	1	3.05			
	4 th	4	36	20	4	2.37			
5. Conflict with someone	1 st	24	24	28	4	2.5	2.35	Seldom	12
	2 nd	24	36	26	7	2.45			
	3 rd	24	39	36	6	2.44			
	4 th	4	15	28	7	2.00			
6. Having a love life	1 st	24	21	20	9	2.31	2.24	Seldom	14
	2 nd	20	24	20	15	2.08			
	3 rd	24	24	28	15	2.11			
	4 th	16	27	18	5	2.44			
7. Being involved to arguments	1 st	24	42	18	3	2.72	2.33	Seldom	13
	2 nd	28	36	18	10	2.42			
	3 rd	24	33	30	12	2.21			
	4 th	0	12	36	5	1.96			
8. Having home responsibilities	1 st	48	39	10	2	3.09	2.96	Often	2
	2 nd	56	27	22	4	2.87			
	3 rd	20	27	14	5	3.12			
	4 th	24	30	18	2	2.74			
9. Far location of home	1 st	32	45	16	1	2.94	2.65	Often	6
	2 nd	24	48	16	8	2.53			
	3 rd	44	39	22	8	2.63			

	4 th	20	24	18	5	2.48			
10. Experiencing financial problem	1 st	64	39	4	1	3.38	2.81	Often	4
	2 nd	52	48	16	1	3.08			
	3 rd	44	54	12	1	2.23			
	4 th	24	24	16	5	2.56			
11. Having health problem	1 st	32	18	32	2	2.63	2.54	Often	9
	2 nd	44	36	26	2	2.84			
	3 rd	72	24	34	5	2.67			
	4 th	0	27	18	9	2.00			
12. High expectations from parents	1 st	32	18	32	2	2.63	2.47	Seldom	11
	2 nd	48	18	20	10	2.53			
	3 rd	40	27	32	8	2.49			
	4 th	12	21	20	7	2.22			
13. Being a grade conscious student	1 st	16	45	22	2	2.66	2.49	Seldom	10
	2 nd	32	36	22	7	2.55			
	3 rd	36	45	28	5	2.65			
	4 th	0	21	32	4	2.11			
14. Having low self-esteem	1 st	36	24	28	1	2.78	2.59	Often	8.5
	2 nd	20	39	28	6	2.45			
	3 rd	44	42	28	4	2.74			
	4 th	12	24	24	4	2.37			
15. Spending time on social media	1 st	40	36	18	1	2.97	2.83	Often	3
	2 nd	24	51	14	8	2.55			
	3 rd	44	45	26	4	2.77			
	4 th	40	30	10	2	3.04			
Total							2.61	Often	

Table 3: The respondents most frequently reported experiencing “sleepless nights” as an effect of stress (WM = 3.25, *Often*), followed by “being irritable/moody” (WM = 2.73) and “difficulty studying a lesson” (WM = 2.68). The least reported effects were “overstepping as of absenteeism” (WM = 2.02) and “quarrelsome attitude” (WM = 2.15), both interpreted as *Seldom*. The overall weighted mean of 2.51 indicates that while stress is prevalent, it primarily affects students’ psychological and cognitive functioning rather than overt behavior.

Table III: Frequency Distribution of Effects of Stress

Effects of Stress	Year Level	4	3	2	1	W.M	TWM	VI	Rank
1. Having sleepless nights	1 st	56	51	2	0	3.41	3.25	Often	1
	2 nd	64	45	14	0	3.24			
	3 rd	72	48	18	0	3.21			
	4 th	28	27	18	2	3.15			
2. Does not perform well in the class	1 st	20	42	24	1	2.72	2.65	Often	4
	2 nd	40	33	28	3	2.74			
	3 rd	28	57	24	5	2.65			
	4 th	16	27	20	4	2.48			

3. Being irritable/moody	1 st	32	33	24	1	2.81	2.73	Often	2
	2 nd	32	54	14	5	2.79			
	3 rd	52	45	26	2	2.91			
	4 th	8	36	16	5	2.41			
4. Body pains/fatigue	1 st	20	42	16	5	2.59	2.61	Often	5.5
	2 nd	28	54	24	1	2.61			
	3 rd	36	48	30	3	2.72			
	4 th	4	24	24	6	2.15			
5. Feeling lonely	1 st	32	24	30	1	2.72	2.61	Often	5.5
	2 nd	28	41	26	4	2.63			
	3 rd	32	57	18	7	2.65			
	4 th	12	27	22	4	2.41			
6. Having anxiety attack	1 st	32	39	12	5	2.75	2.45	Seldom	9.5
	2 nd	44	36	16	7	2.71			
	3 rd	44	30	12	16	2.37			
	4 th	8	15	20	10	1.96			
7. Nervous breakdown	1 st	36	36	20	1	2.91	2.59	Often	6
	2 nd	32	39	24	5	2.63			
	3 rd	52	42	16	8	2.79			
	4 th	12	15	18	10	2.04			
8. Lack of appetite	1 st	12	39	28	2	2.53	2.46	Seldom	8
	2 nd	16	36	32	6	2.37			
	3 rd	32	24	40	7	2.40			
	4 th	28	15	20	5	2.52			
9. Stress eating or overeating	1 st	32	51	10	2	2.97	2.56	Often	7
	2 nd	40	45	6	10	2.66			
	3 rd	44	27	28	15	2.51			
	4 th	8	18	24	7	2.11			
10. Getting a failed grade	1 st	12	39	28	2	2.53	2.21	Seldom	11
	2 nd	24	27	12	17	2.11			
	3 rd	40	21	28	12	2.35			
	4 th	0	15	26	9	1.85			
11. Overstepping as of absenteeism	1 st	16	24	24	8	2.25	2.02	Seldom	13
	2 nd	24	15	16	19	1.95			
	3 rd	0	42	28	15	1.98			
	4 th	0	15	28	8	1.89			
12. Late submission of requirements/projects	1 st	20	54	12	3	2.78	2.29	Seldom	10
	2 nd	28	18	20	15	2.13			
	3 rd	8	45	30	11	2.19			
	4 th	8	15	26	7	2.07			
13. Feeling of insecurity	1 st	40	27	18	4	2.78	2.45	Seldom	9.5
	2 nd	32	30	22	9	2.45			
	3 rd	28	42	14	15	2.30			
	4 th	12	18	26	5	2.26			
14. Quarrelsome attitude	1 st	24	27	34	0	2.66	2.15	Seldom	12
	2 nd	16	24	20	16	2.00			
	3 rd	20	24	34	13	2.12			
	4 th	0	24	12	13	1.81			

15. Having a hard time studying a lesson	1 st	32	60	6	1	3.09	2.68	Often	3
	2 nd	28	42	22	6	2.58			
	3 rd	40	51	26	3	2.79			
	4 th	20	15	18	8	2.26			
TOTAL							2.51	Often	

Table 4: The table presents an analysis of variance (ANOVA) of the effects of stress on students' mental health, grouped by sex, age, and year level. The computed significance values for sex (0.33), age (0.33), and year level (0.68) all exceed the 0.05 alpha level. Therefore, the null hypothesis is accepted, indicating no significant differences in the effects of stress on mental health across these profile variables.

Table IV: Analysis of Variance on the effects of stress on the mental health of the students' stress when grouped according to profile variables of BEED students.

Profile Variables	Source of Variation	Sum of Squares	df	Mean Square	Sig.	Interpretation
Sex	Between Groups	0.63	1	0.63	0.33	Do not reject Ho Not Significant
	Within Groups	36.15	56	0.65		
	Total	36.78	57			
Age	Between Groups	1.44	2	0.72	0.33	Do not reject Ho Not Significant
	Within Groups	35.33	55	0.64		
	Total	36.78	57			
Year level	Between Groups	0.51	2	0.26	0.68	Do not reject Ho Not Significant
	Within Groups	36.26	55	0.66		
	Total	36.78	57			

These findings suggest that stress affects students' mental health similarly, regardless of age, sex, or academic level. Consistent with recent literature, academic-related stress has been shown to negatively impact learning capacity and academic performance while contributing to mental health concerns such as depression, anxiety, sleep disturbances, and increased risk behaviors (Pascoe, Hetrick, & Parker, 2020).

DISCUSSION

The study revealed that BEED students frequently experience stress due to academic workload, home responsibilities, and financial concerns. These findings align with Li and Lin (2022), who reported that academic and personal pressures are significant predictors of poor mental well-being among college students. Stress was found to affect students similarly across age, sex, and year level, indicating that it is a common experience regardless of demographic profile. Tang and He (2023) emphasized that academic stress and anxiety reduce student engagement and learning performance across groups. Consistent with Pascoe, Hetrick, and Parker (2020), the results confirm that persistent stress can impair concentration, emotional stability, and learning ability. These findings highlight the importance of institutional support systems and coping strategies to help students manage stress and maintain psychological health.

CONCLUSION

Stress among BEED students is frequent and primarily linked to academic responsibilities, home obligations, and personal challenges, causing psychological and cognitive effects. Stress affects students similarly across demographic groups, emphasizing its pervasive nature. Consistent with Li et al. (2022), Del Rosario (2023), and Ferrer (2023), academic and personal stressors can reduce mental well-being, impair focus, and lower academic performance. Interventions such as structured stress management programs, counseling services, faculty training, and supportive educational environments are essential. Addressing these stressors enhances resilience, promotes mental health, and fosters a balanced academic experience for BEED students.

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