



BOMBARDED ACADEMIC ACTIVITIES AND MENTAL WELL-BEING OF SENIOR HIGH SCHOOL STUDENTS

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Abstract

Mental health issues remain prevalent nowadays, with excessive academic activities being a primary contributing factor, which is a crucial aspect in the realm of academics. This research study was quantitative, specifically employing a descriptive-correlational approach. The Simple Random Sampling Technique was utilized to select students from Grade 12 ACP, ICT, and HUMSS strands as respondents. Consequently, this study aimed to determine the significant relationship between the extent of overwhelming academic activities and the mental well-being of Senior High School students at Telafas National High School, located in Telafas, Columbio, Sultan Kudarat, for the school year 2023-2024.

Based on the results of the study, bombarded academic activities specifically on homework, reports, and projects are found to be high extent among Senior High School students. Despite having peers available for assistance, other aspects such as sleep quality and stress levels were significantly affected by the academic workload. It was also concluded that mental well-being issues were linked to excessive academic demands. Moreover, results indicated a strong correlation between the extent of bombarded academic activities and the level of mental well-being of Senior High School students. Consequently, it is imperative to mitigate excessive academic pressures to prioritize the mental health of students at Telafas National High School. The research also recommended longitudinal studies for future research to track the impact of academic workload on students' mental health over time, identifying patterns and potential long-term effects.

Keywords: *Bombarded Academic Activities, Mental Well-being, Descriptive Correlation, Quantitative*

1. INTRODUCTION

The academic expectations faced by Senior High School students often seem insurmountable. While a deluge of academic activities may ostensibly foster improvement, numerous students oppose this approach. An observation reveals that a considerable portion of Senior High School students grapple with meeting task deadlines, which substantially affects their mental health and overall well-being.

In Lebanon, Ismael (2022) states that completing the academic school year in a way that prepares students for university is crucial for grade 12. This indicates that students are

being prepared academically, mentally, and emotionally without ignoring the potential impact of some tangible mechanisms, such as academic overload, on students' mental health and, in turn, on the state of students' well-being. The academic excess in this grade level can take various forms, starting with information overload, many assignments, research projects, limited time for assignments, research projects, school exams, and other factors. These numerous facets of academic overload are viewed to be possible stressors, with stress defined as any natural or intrinsic cause of physiological alterations impacting the body and students' level of consciousness in reaction to stress. However, the study was hesitant and indicated that academic overloads are the only possible stressors.

In the Philippines, on the other hand, anything that presents a difficulty or a threat to a person's well-being is stressful. It can be felt anywhere, including at home or even at school. Academic stress primarily affects students because they are exposed to various stressors, including the demands of schoolwork and the responsibility to do well. Academic performance is adversely impacted by stress, and this relationship has the potential to spiral into an endless cycle of rising stress levels and declining performances (Tus, Jhoselle, 2020).

In Davao, Ando, A. et al. (2020) state that students in today's generation frequently experience academic stress. Student coping mechanisms concerning academic demands may be impacted by the stress that students typically experience in their daily lives. Since doing activities often involves demanding activities. The outcome of education and formal education was academic stress. Projects and assignments, coordinating schedules, and finding time for extracurricular activities all caused stress. When something feels too much, individuals start to wonder whether they can handle the situation or job, which is when the phrase stress is utilized.

It was observed that there are still home works and extracurricular activities given, despite of the DepEd's policy. According to DepEd (2023), weekend homework and assignments are not permitted and are only required during the week. Additionally, the homework will just need to be simple and should only take two hours to complete. It will also be optional.

Thus, the goal of this study is to determine the effect of bombarded academic activities to the mental well-being of Senior High School students at Telafas National High School, Columbio, Sultan Kudarat for the school year 2023-2024.

2. MATERIALS AND METHODS

This research study is quantitative, specifically a descriptive-correlational, to determine the effect of Bombarded Academic Activities on the Mental Well-being of Senior High School students at Telafas National High School, Telafas, Columbio, Sultan Kudarat, for the school year 2023-2024.

Respondents of the Study

The study's respondents were the selected Grade 11-12 ACP, HUMSS AND ICT Senior High School students at Telafas National High School, Telafas, Columbio, Sultan Kudarat, for the school year 2023-2024. From the six sections of both Grade 11-12 students, the researcher considered the population of 25 Grade 11 HUMSS, 38 Grade 11 ICT, 33 Grade 11 ACP, 46 Grade 12 HUMSS, 33 Grade 12 ICT, and 21 Grade 12 ACP.

Sampling Technique

In determining the sample size of the respondents, we used Roasoft Sample Size Calculator. On the other hand, Simple Random Sampling Technique was employed to select the respondents of this study, specifically using a lottery sampling method. This involved

writing the names of all Grade 11-12 ACP, ICT, and HUMSS students on individual pieces of paper at Telafas National High School, located in Telafas, Columbio, Sultan Kudarat, for the school year 2023-2024. This ensured that every student had an equal chance of being chosen.

Data Gathering Instrument

This study used a researcher-made questionnaires which are composed of two parts: the researcher-made extent of Academic Bombardment Questionnaire, and researcher-made level of Students' Well-being Questionnaire.

These questionnaires were assessed and approved by an expert in the field of research at Telafas National High School, Telafas, Columbio, Sultan Kudarat for the school year 2023-2024.

Data Gathering Procedure

Upon the approval of the research coordinator of the school, the researchers prepared all the necessary letter for the approval of the school principal to conduct the study. Additionally, survey questionnaires were created, used, and evaluated in order to guarantee the accuracy of the data gathered for this investigation.

Furthermore, self-generated random number tables were utilized alongside a simple random sampling approach in selecting the respondents of this study. Further, ethical considerations were prioritized in the research planning phase. Study's respondents from the selected Grade 11-12 ACP, HUMSS AND ICT Senior High School students were given enough time to answer the questionnaire. Retrieval of the questionnaires was done as soon as the respondents answered all the items in the questionnaire

Statistical Treatment

The gathered responses from the respondents were tallied using the Microsoft Excel in order to obtain a computer-generated analysis. Descriptive and inferential statistics like mean Pearson-r correlation were employed.

The Mean was used to calculate the extent of bombarded academic activities, in terms of homework, reports, and projects, and the Mental well-being of Senior High School Students, in terms of stress level, social support, and sleep quality.

Conversely, Pearson r Correlation was utilized to determine the significant relationship between the extent of bombarded academic activities and the mental well-being of Senior High School students.

The level of significance was set at 5% in all statistical tests. Microsoft Excel was used in the tabulation and analysis of data.

3. RESULTS AND DISCUSSION

Extent of Bombarded Academic Activities at Telafas National High School in terms of homework, reports and projects.

Indicators	Mean	Description	Interpretation
Homework	3.50	Large Extent	High
Reports	3.46	Large Extent	High
Projects	3.47	Large Extent	High
Enforcement (overall)	3.48	Large Extent	High

The table illustrates the extent of Bombarded Academic activities at Telafas National High School. All three indicators: homework, reports, and projects, revealed a high extent, with means of 3.50, 3.46, and 3.47, respectively. While reports obtained the lowest mean result among the three indicators, homework obtained the highest mean result. Despite the minor

disparity in means, all indicators reflect a high extent of Academic Activities given to Senior High School students at Telafas National High School.

Furthermore, the summary results suggest that Bombarded Academic Activities at Telafas National High School, particularly in terms of homework, reports, and projects, are perceived as significantly demanding by students, potentially impacting their academic experience and well-being. This indicates that excessive academic activities at Telafas National High School are actively and negatively impacting the mental well-being of Senior High School students."

A study by Islam, M.S. & Rabbi, M.F (2023) states that academic stressors that affect students' mental health include exams, projects, homework, reports, and time management challenges. These findings indicate that the metal well-being of a student among Senior High school are affected by academic stressors.

Level of Mental Well-being of Senior High School students in terms of stress level, social support, and sleep quality

Indicators	Mean	Description	Interpretation
Sleep level	4.04	Agree	High
Social support	3.62	Agree	High
Sleep quality	3.70	Agree	High
Enforcement (overall)	3.77	Agree	High

It can be gleaned from this table the comprehensive overview of the perceived Mental Well-being of Senior High School students at Telafas National High School across three key indicators: stress level, social support, and sleep quality.

The table reveals that indicators such as stress level, social support, and sleep quality are described as having a high level of agreement, suggesting that they can significantly impact the mental well-being of Senior High School students. Notably, sleep level received the highest mean rating of 4.04, while social support received the lowest mean rating of 3.62. Despite variations in mean ratings, all indicators reflect a high level of agreement regarding students' mental well-being.

It is worth noting that even though social support received the lowest mean rating, it still indicates significant support in addressing bombarded academic activities. This underscores the importance of social support in mitigating the negative effects of academic stressors. Overall, the collective mean score of 3.77 demonstrates a high level of perceived Mental well-being among Senior High School students. This suggests a widespread consensus among students that bombarded academic activities have a detrimental impact on their mental well-being.

These findings are corroborated by Porwal and Kumar (2014), who assert that the worry and tension resulting from education and schooling contribute to academic stress. Their study highlights that student experience stress due to various factors such as tests, homework, and other school requirements and activities. This scholarly insight supports the observed correlation between bombarded academic activities and the mental well-being of Senior High School students.

Analysis on the relationship between the extent of bombarded academic activities and the level of mental well-being of Senior High School students.

	Mean	r	p value

Bombarded Academic Activities	3.48	0.9977	.00001
Mental Well-being of Senior High School students	3.77		

This table presents an analysis of the relationship between the extent of bombarded academic activities and the level of mental well-being of Senior High School students. It shows that the mean score for bombarded academic activities is 3.48, indicating the perceived level of academic workload among the students. Meanwhile, the mean score for the mental well-being of Senior High School students is 3.77, reflecting their overall perceived mental well-being.

The Pearson correlation coefficient (r) is calculated to be 0.9977, indicating a strong positive correlation between bombarded academic activities and mental well-being. This means that as the extent of bombarded academic activities increases, students' mental well-being tends to decrease.

Moreover, the p-value is reported as .00001, which is significantly lower than the threshold of $p < .05$. This indicates that the relationship between bombarded academic activities and mental well-being is statistically significant.

Therefore, based on the statistical analysis, the null hypothesis that says “there is no significant relationship between bombarded academic activities and the level of mental well-being among Senior High School students” hereby is rejected.

4. MAJOR FINDINGS

CONCLUSIONS

Based on this study, it is concluded that excessive academic activities such as assignments, reports, and projects significantly impact the mental well-being of Senior High School students. Students who faced overwhelming academic activities tend to experience high level of stress which affects their quality of sleep. This indicates that students' mental health tends to decline as the volume of demanding academic work increases.

5. CONCLUSIONS

This study recommends that the school administrator may research the benefits of peer support networks, and collaborative learning environments in managing academic workload and promoting mental well-being, seeking opportunities to connect with peers for mutual encouragement and support.

Students may learn about the benefits of mindfulness and self-care practices in maintaining mental well-being amidst academic demands, incorporating regular self-care activities into daily routines to promote balance and resilience.

Further, future researchers may conduct longitudinal studies to track the impact of academic workload on students' mental health over time, identifying patterns and potential long-term effects. They may also conduct qualitative research to gain a deeper understanding of students' experiences with academic workload and its effect on mental health, capturing nuances and individual perspectives.

Furthermore, future researchers may explore the concept of work-life balance among students, considering how extracurricular activities, part-time jobs, and personal responsibilities interact with academic workload to impact mental health

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