



## Academic Stress and Anxiety Among Grade 10 Learners in Relation to Learning Proficiency in MAPEH

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### ABSTRACT

This study determined the academic stress and academic anxiety influence learning proficiency in MAPEH of Grade 10 learners in Carlos F. Gonzales High School, Maguinao, San Rafael, Bulacan during the School Year 2023-2024. With mixed methods as research design and 268 Grade 10 learners as respondents of the study, findings showed that the pressure from study, workload, worry about grades, self-expectation and despondency were assessed by the learners as moderately stressful. Learners' academic anxiety was described as average. The learning proficiency of learners in MAPEH was described as "Above Average". Based on the findings of the study, the following conclusions were drawn: There was significant relationship between Grade 10 learners' academic stress and their learning proficiency in MAPEH. Learners who were free from stress had greater chance of higher grades in MAPEH. There was a significant relationship between the learners' academic anxiety and learning proficiency in MAPEH of Grade 10 learners. This showed that despite similar levels of Academic Anxiety, their learning proficiency differs dramatically.

Keywords: academic anxiety, academic stress, learning proficiency, self-expectations, workload, worry on grades

### Introduction

The current educational system in the Philippines presents a challenging learning environment for students. The Philippines faced a serious crisis in its educational system, it is alarming how poorly Filipino students are performing academically. The poor academic performance of the students as highlighted in the results of the 2022 PISA, or the Programme for International Student Assessment, was a wake-up call for the country's education sector. The PISA 2022 results showed that Filipino students scored below the OECD average. This indicates a significant gap in the quality of education provided to students in the Philippines compared to other countries.

The PISA results have shown that students who come from a socio-economically disadvantaged background are more likely to struggle to achieve basic proficiency. This implies that certain structural issues within the education system disproportionately affect students from lower socio-economic backgrounds. Additionally, the psychological well-being of students who come from low-income households is also a matter of concern, as it might contribute to their poor academic performance. This suggests that there may be some learning needs and challenges that are not being adequately addressed in the current educational system.

Despite Filipino students being bombarded with academic tasks, standardized test scores consistently reveal a concerning trend of low learning proficiency across various subjects, including MAPEH (Music, Arts, Physical Education, and Health). It is also noticeable that students' performance is declining in terms of submitting academic tasks and summative assessments. The factors contributing to student performance and general well-being among these difficulties are academic stress and academic anxiety.

Academic stress refers to the physical and emotional response triggered by academic demands that exceed a student's ability to cope. It is estimated that academic stress affects around 10-30% of students at some point during their academic journey. Academic stress is considered one of the most significant obstacles to academic success among college students. The most mentioned sources of academic stress are oral presentations, academic overload, lack of time to fulfill responsibilities, and exams (Alsulami et al., 2018; Dela Cruz, 2022).

Furthermore, the pressure to excel in a competitive academic environment can take a significant toll on students' mental well-being. He emphasizes that an increase in academic stress among students was found to decrease their academic performance. Academic stress has a statistically significant effect on student performance, indicating that higher levels of stress are associated with lower academic performance (Goher et al., 2022).

Additionally, students' experiences with academic stress are widely acknowledged. The pressure to excel in a competitive academic environment can take a significant toll on students' mental well-being. This stress can manifest as anxiety, a debilitating condition that hinders cognitive function and

makes it difficult to learn and retain information. When students are overwhelmed with academic pressures and anxieties, their ability to participate and learn effectively can be further compromised (Bülbül & Odacı, 2023).

Academic anxiety is an anxious response that arises due to a maladaptive mindset in doing academic assignments. It can significantly impact students' academic performance and daily life functioning. Academic anxiety in adolescence that is not handled properly can interfere with students in the academic field and everyday life (Permatasari & Prasetyawati, 2023)

The research will focus on the aspects of academic stress that include a difficult workload, time management problems, performance pressure, and fear of failure experienced by students in MAPEH areas. In the same way, attention will also be paid to academics' anxiety and their personal reactions to challenges in education.

The topics of MAPEH play an essential role in providing students with a comprehensive education, covering both cognitive and physical development. Nevertheless, the demanding nature of these subjects and expectations for success can increase students' levels of stress and nervousness.

The results of this study are anticipated to add to the body of knowledge by shedding light on the connection between learning proficiency in MAPEH subjects, academic stress and academic anxiety. Additionally, the findings may serve as a springboard for the creation of focused interventions and support systems that deal with these stressors and, as a result, boost MAPEH students' academic success, holistic development, and general well-being.

Finally, there are studies related to academic stress and academic anxiety but not on MAPEH (Music, Arts, Physical Education and Health). The author found no study related to the academic stress and anxiety of the students, specifically the Grade 10 MAPEH students at Carlos F. Gonzales High School. Thus, the researcher opted to study to determine the academic stress and anxiety of the students and its relationship to learning proficiencies in MAPEH of High school students.

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## Literature Review

In this section of the study, all the relevant research and materials that supported the primary measures for data collection, findings, and conclusions were covered. Respectively, this section included details of all the variables used in the investigation and therefore supported the researcher's methodology throughout the study.

Academic stress in the final years of school is a widespread issue, yet little is known about how stress develops over time and what individual, school, and family factors relate to suffering (Wuthrich et al., 2020). Supplementing this idea, Austria-Cruz (2019) stated that academic stress is commonly experienced by adolescents. Academic life is full of pressures, such parental expectations and successes, an individual's desire for academic self-actualization, an overwhelming quantity of homework, disagreements with classmates, and final writing assignments. Getting good marks stresses them out and makes it harder for them to succeed in leaving positive impressions on their parents, classmates, and significant others. Reyes and Moncada (2018) reiterated that academic stress includes educational anxiety, pressure, and stress that is associated with preparing for assessments like exams, tests, quizzes, homework, reading and academic work overload. Furthermore, academic stress has been identified as one of the disturbing cankers in higher education that reduces students' academic output (Adom et al., 2020)

Moreover, academic stress is a major issue for students in the 21st century in their day-to-day lives and can be viewed as a health concern. It is a serious problem which can cause poor performance and attainment for staff and academic problems for a student, contribute to depression, illness, high level of suicidal intention, exhaustion, anxiety, and other physical and mental illnesses (Kassymova et al., 2018). The body experiences "physical stress" in response to perceived risk or worries about potential outcomes (Saqib & Rehman, 2018). According to Y. K. Nagle and Sharma (2018), the competitive climate among students and parental expectations have caused a significant increase in academic stress among students over time. As a result, the person, parents, society, and country have all suffered. On the other hand, excessive stress leads to severe health and mental problems (Jain & Singhai, 2018).

Academic stress is often associated with high school students preparing for college, but it is important to note that younger students also experience it. Students of all ages are pressured to perform well academically while juggling extracurricular activities, homework, and standardized testing. This is true regardless of socioeconomic status. A recent study found that students in high-achieving schools, regardless of their economic backgrounds, are equally at risk of developing behavioral and mental problems. This information is crucial for school psychologists, counselors, and administrators to provide appropriate mental health support for students who are at risk (Negussie et al., 2019). Students' academic stress levels have a big impact on their behavioral issues at school, including breaking rules, missing class, dropping out, and receiving failing grades (Manalastas, 2019).

Stress arises from a variety of cultural, environmental, psychological, and academic factors for both undergraduate and graduate students. Stress levels in certain students might spike to the point where they show symptoms of anxiety, particularly during test and exam periods. Prior studies indicated a moderate prevalence rate of 10 to 35 percent of college students reporting functionally impaired levels of test anxiety. But not all students suffer from anxiety to the same degree. The German Student Union's Social Survey indicates that 15-20% of students report that exam worry has a "moderately" to "very" detrimental impact on their effectiveness (Sharma, 2018). It is reasonable to assume that 20 to 25 percent of students globally experience academic anxiety based on numerous studies on psychological anxiety in college students. Students who experience stresses in the academic setting that they interpret as dangerous begin to experience academic anxiety (Cassady et al., 2019). Others claimed that anxiety in young adults in relation to academic achievement is influenced by gender and the kind of school (Khesht-Masjedi et al., 2019).

Anxiety is a psychological and physiological state characterized by cognitive (e.g., recurrent or obsessive thoughts), somatic (e.g., headache, dizziness, nausea), affective (e.g., dysphoria or negative mood), and behavioral (e.g., trembling, pacing, or restlessness) responses that arise as a result of a perceived threat to the individual. Anxiety is another psychological factor that affects students' performance in the classroom (Lin, 2021).

Anxiety is characterized by elevated nervous system activity, which leaves one feeling tense, uneasy, and concerned (Aman, 2018). On the other hand, academic anxiety is a strong predictor of academic success, with high levels of anxiety impeding students' ideal performance. Their study investigates the various elements that influence academic outcomes, identifying test anxiety, academic competence, and time management abilities as critical predictors. Notably, students who attribute poor academic performance to perceived course load and examination study material volume are frequently cited. In addition, their study highlights the complex relationship between academic anxiety and performance, putting light on the interdependence of personal, social, and familial elements in molding students' experiences and outcomes (Mirawdali et al., 2018).

Furthermore, their research showed a significant prevalence of academic anxiety. Their in-depth analysis seeks to give actionable insights for targeted interventions to improve the academic experience of the students by identifying influential sources of worry. This comprehensive analysis lays the groundwork for future research by elucidating how academic anxiety, demographic characteristics, and external stressors interact to influence students' academic performance.

In addition, The Organization for Economic Cooperation and Development (OECD) polled almost 500,000 pupils in the 15–16 age range among 72 countries. The findings show that even when they have studied and are prepared for an exam, over 50% of students experience anxiety when answering it, and over 60% of respondents feel concerned and nervous about getting bad scores (Pascoe et al., 2020).

Effective emotional regulation strategies play a crucial role in mitigating the negative effects of stress and anxiety on learning outcomes (Salimzadeh et al., 2021). Students who employ adaptive emotion regulation techniques, such as cognitive reappraisal and problem-solving, are better equipped to cope with academic stressors and maintain optimal learning proficiency in MAPEH.

In order to ascertain the reasons of educational worry in upper-class students and their bar steps. The results indicate that a variety of factors, including social, familial, institutional, political, and cultural ones, may contribute to students' exceptionally high levels of academic anxiety. For students who suffer from significant academic anxiety, there are a number of clinical and non-clinical preventive methods available. It is imperative that students become more aware so they can seek professional help when needed (Deng, et al., 2022).

Several research results demonstrated a statistically significant difference in test anxiety levels between males and girls. According to Vanderminden and Esala (2018), girls are twice as likely as boys to experience anxiety disorders before the age of six. Men scored lower on the social physique anxiety scale than women did, according to a study that examined 212 college students (Nugent, 2020).

According to Reyes et al. (2019) research on the perceived academic stress of students at Ciudad Nuevo de Nain National High School, none were classified as severely stressed, while the majority were classified as moderately stressed. Therefore, the study found that academic stress will likely develop later in the SHS academic year due to increasingly complex requirements such as work immersion, research papers, and academic subjects.

Moreover, it indicates that neither typical students nor those with biological process challenges are the only ones that experience academic anxiety. Anxiety can be a concern for intelligent students. Tan (2022) released studies on how pupils' capability and desire relate to each other. Compulsive pupils will experience academic anxiety as a result of others' irrational expectations of them. Young teenagers are not the only ones with this tendency.

There are several inconsistencies in the different studies conducted. The topic of whether nature's impacts are good or bad is usually emphasized because different students react differently to stress. All analyses emphasize various types of dispositions. High standards set by themselves are viewed as indicative of a self-prescribed propensity among students. As long as students do not come across as unduly inward-looking, they can benefit from self-descriptions of their personalities.

Jiménez-Mijangos et al. (2022) said that anxiety is both a manifestation of stress and act as a stressor on the subject. In psychology, a person's adaptive response determines their ability to predict upcoming stressful events and effectively cope by achieving self-control over the situation. This ability to cope adequately is crucial for managing stress and maintaining good mental health, supplementing Owczarek et al. (2020) study.

At the same time, Barbayannis et al. (2022) noted that academic stress can manifest in the form of anxiety, depression, and emotional exhaustion, which can negatively affect students' psychological well-being. To support this idea, Pascoe et al. (2019) executed a study that concluded academic stress leads to decreased well-being and an increased likelihood of developing anxiety or depression. Additionally, students experiencing academic stress tend to perform poorly in school, which shows how stress from academics can hinder their academic performance, indicating the relationship of the said variables (Niraj, 2020).

Lagahit (2019) conducted a study to determine the prevalence of depression, anxiety, and stress among 320 senior high school students in selected private schools in Kabankalan City, Negros Occidental, Philippines, when grouped by sex, career track, living arrangement, and family monthly income. The study's findings revealed significant relationships among the selected demographics, specifically between living arrangements, anxiety, sex, and stress.

According to Abouchacra (2023), learning competencies are skills, knowledge, behaviors, and abilities that people must possess to perform specific functions in a work or educational setting. Competencies are usually specific applied skills and knowledge required for daily or regular use. Moreover, there are three main types of competencies: functional competencies, interpersonal competencies, and critical thinking competencies. Functional

competencies include cognitive, methodological, technological, and linguistic abilities. Interpersonal competencies include oral, written, and visual communication skills and the ability to work effectively with diverse teams. Critical thinking competencies are the ability to reason effectively, use systems thinking, and make decisions to solve complex problems.

On the other hand, the Department of Education (2020), states that the MAPEH (Music, Arts, Physical Education, and Health) curriculum and learning competencies for Grades 7 to 10 offers students a comprehensive exploration of diverse cultural and artistic dimensions. In the Music component, they study the musical characteristics of Luzon's lowlands to Mindanao, and progress to exploring music traditions from around the world, historical epochs, and contemporary styles. Throughout, students refine their performance skills and critically analyze musical elements.

The Arts curriculum immerses students in various art forms, emphasizing regional and global perspectives. They create artworks inspired by distinctive features of Philippine regions and explore arts from Southeast Asian to Western Classical periods. The curriculum encourages creativity, critical analysis, and cultural appreciation through the synthesis of prior knowledge and exploration of various artistic expressions.

The Physical Education curriculum focuses on personal fitness and well-being. Students design individualized exercise programs, engage in sports, and learn about lifestyle and weight management. The curriculum progresses to include community service, sports officiating, and dance, promoting a holistic approach to health and community engagement.

In the Health curriculum, students navigate holistic health concerns, including adolescence, nutrition, mental health, and non-communicable diseases. The topics covered include human sexuality, responsible parenthood, environmental health, substance use, and safety education, fostering a comprehensive understanding of health and well-being.

Overall, the MAPEH curriculum integrates cultural, artistic, physical, and health-related competencies. It encourages students to explore, create, and critically engage with various aspects of music, arts, physical education, and health, fostering a well-rounded and holistic educational experience.

To address the learning gaps in education, the Department of Education (DepEd) reiterates its commitment to providing high-quality education in line with the "Sulong Edukalidad" framework. The redesigned MELCs are also part of the DepEd's response to establish a resilient education system, particularly during emergencies. Thus, regardless of whether blended, remote or face-to-face learning is used, education institutions must adhere to the MELCs in order to continue producing holistic Filipino learners with 21<sup>st</sup>-century skills.

Teaching the students of today's age has been a perennial struggle for teachers, particularly in equipping these students with the essential competencies necessary to be more globally competitive and functionally literate in MAPEH.

A study conducted by Magnaong et al. (2023) found that certain subjects consistently performed better across critical stages. EsP, Filipino, English, and Araling Panlipunan were among the top performers, while TLE, Science, MAPEH, and Math exhibited lower proficiency levels. Notably, the latter subjects, which require practical application, showed lower proficiency levels. While EsP, Filipino, and English approached proficiency, the remaining subjects fell into the low proficiency category, with none reaching a proficient level.

Moreover, an interesting observation was made in Grade 12, which showed that MAPEH was the subject with the highest performance, different from the trends observed in other grade levels. This was attributed to the unique composition of the Grade 12 MAPEH curriculum, which includes Physical Education, Personal Development, and Contemporary Arts. Unlike lower grades, Grade 12 MAPEH places less emphasis on performance, leading to relatively higher scores. The study highlights the importance of learning assessment in understanding subject-specific proficiency levels. It also emphasizes the need for targeted interventions in subjects that require practical application.

Moreover, adolescent students in Grade 10 are frequently regarded suitable respondents for study on academic stress and anxiety due to the specific developmental problems they confront during this era. The early years of high school or junior high school often involve strong academic stress, with an accelerated curriculum, increasing homework loads, and higher performance expectations. This age group is also undergoing key developmental shifts, both socially and cognitively, such as the formation of identity and peer relationships. The significance of academic performance during these crucial periods, combined with educational transitions such as shifting from middle school to high school, contributes to an environment in which adolescents may be especially vulnerable to experiencing stress and anxiety related to their academic pursuits (Kiuru et al., 2020).

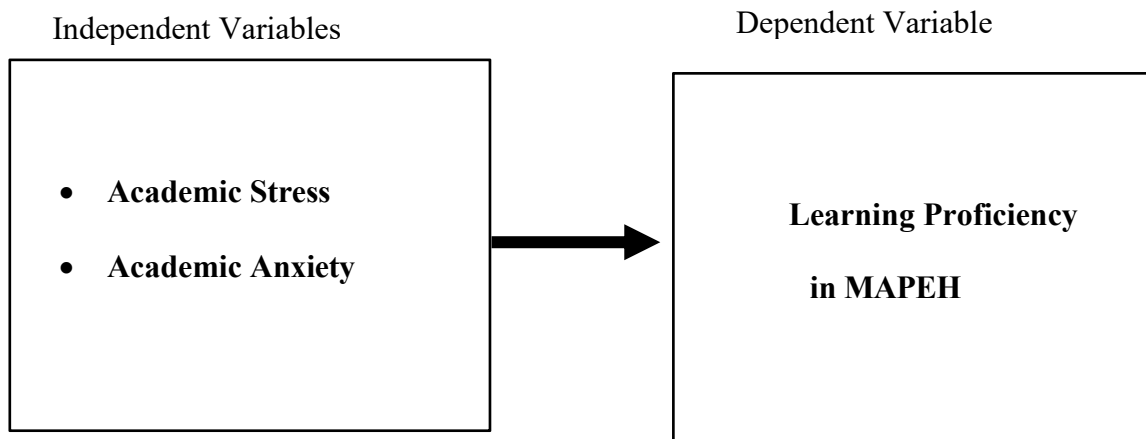
The collective data gathered suggests that the current research on the relationship between academic stress, anxiety, and learning proficiency in MAPEH has several significant knowledge gaps. There is not enough research on detecting stress and anxiety in academic settings, especially among junior high school students. This is a critical concern, as students in this developmental stage are vulnerable to academic stress. Additionally, the impact of stress and anxiety on the performance of junior high school students remains an unexplored area.

Furthermore, there is a lack of studies conducted in public schools in Asian countries, which limits the generalizability of findings to diverse educational settings. Lastly, the literature lacks investigations into platforms or solutions that may help educational institutions identify students struggling with mental health problems. Addressing these gaps is essential for developing comprehensive interventions and support systems tailored to the unique challenges faced by students in MAPEH education within varied educational and cultural contexts.

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## Conceptual Framework

Given the idea mentioned above, the researcher came up with the conceptual framework, which is illustrated below.

**Figure 1***Paradigm of the Study*

The figure depicts the independent and dependent variables of the study. The independent variables are Academic stress (Pressure from the study, workload, worry about grades, self-expectation, and despondency) and Academic Anxiety. Meanwhile, the dependent variable is the Learning Proficiency in MAPEH for the third quarter. Moreover, the arrowhead between the two frames denoted the possible effect of the independent variable on the dependent variable.

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### Statement of the Problem

This study aims to determine the relationship between academic stress and anxiety and learning proficiency in MAPEH Grade 10 students at Carlos F. Gonzales High School S.Y. 2023- 2024.

Specifically, this study sought answers to the following questions:

1. How may the learners academic stress be described in terms of:
  - 1.1 Pressure from study;
  - 1.2 Workload;
  - 1.3 Worry about grades;
  - 1.4 Self Expectation; and
  - 1.5 Despondency?
2. How may the learners' academic anxiety be described?
3. How may the respondents' learning proficiency in MAPEH be described?
4. Is there a significant relationship between academic stress and learning proficiency?
5. Is there a significant relationship between academic anxiety and learning proficiency?
6. How does academic stress and anxiety influence learning proficiency in MAPEH?
7. Based on the results of the study, what plan of action may be crafted?

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### Hypotheses

The following hypotheses were tested in the study:

1. There is no significant relationship between academic stress and learning proficiency.
2. There is no significant relationship between academic anxiety and learning proficiency.

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### Methodology

#### Research Design

In this study, mixed method research was utilized. This research design analyzed variables, the connections between and among them, and how one occurrence relates to another when the researcher lacked control over the variables considered to produced or influenced the dependent variable (Abutabenjeh & Jaradat, 2018).

The study started with a quantitative phase, where a survey questionnaire was administered to a sample of MAPEH students in the target population. The survey questionnaire included validated scales that assessed academic stress, and academic anxiety. In addition, learning proficiency was assessed by the grade of the learners in MAPEH. After the quantitative phase, a qualitative phase was conducted to complement and further explore the findings from the survey questionnaire. In the qualitative phase, interviews was conducted with a subset of participants from the survey to gather in-depth insights and understanding of their experiences with academic stress and anxiety, and how these had influenced their learning proficiency.

The data collected from the quantitative phase was analyzed using descriptive statistics and inferential statistical tests that examined the associations between academic stress, anxiety, and learning proficiency in the MAPEH subject. The data collected from the qualitative phase was analyzed using thematic analysis to identify common themes and patterns related to academic stress, anxiety, and learning proficiency. This research design had provided a comprehensive understanding of the relationship between academic stress, anxiety, and learning proficiency in the MAPEH subject. This research aimed to explore the potential relation of learning proficiency in the MAPEH subject, specifically focusing on academic stress and anxiety.

This research approach determined the level of connection between several variables using statistical data. This type of design examined and interpreted relationships between and among numerous data sets, trends, and patterns in data, but its analysis did not explain them. This method of observational research lacked a causal foundation. Only the data, relationships, and distributions of the variables were studied. Variables were identified and evaluated in their natural state without intervention.

## Sampling and Respondents

The study covered randomly selected Junior High School students at Carlos F. Gonzales High School. From among the 883 Grade 10 learners enrolled in the Music, Arts, Physical Education and Health, a sample size of 268 were taken. Furthermore, these respondents were taken from the twenty-one sections. Using stratified proportional simple random for sampling.

**Table 1**

*Distribution of Respondents*

Section	Population	Sample Size
Acacia	43	13
Agoho	49	15
Apitong	40	12
Banaba	48	15
Camachile	40	12
Duhat	41	13
Guijo	40	12
Kamagong	44	13
Mabolo	49	15
Macopa	40	12
Madre Cacao	37	11
Mahogany	40	12
Mangga	39	11
Molave	40	12
Mulawin	38	12
Narra	50	15
Newton	31	10
Sampaloc	40	12

<b>Santol</b>	<b>40</b>	<b>12</b>
<b>Tangile</b>	<b>46</b>	<b>14</b>
<b>Yakal</b>	<b>48</b>	<b>15</b>
<b>TOTAL</b>	<b>883</b>	<b>268</b>

### Locale of the Study

The study was conducted at Carlos F. Gonzales High School which is known to be a large high school in San Rafael as this suited as a research locale for the study. This was also because the study area is closer to the researcher and an access to information were easy.

### Instruments

“Academic Anxiety Scale” (AAS) authored by Dr, Jerelle Cassady.

There were two types of data (quantitative and qualitative) that were collected through a survey and an interview. For the first part, the participants answered the academic stress survey using a scale that has different levels of responses as adapted from Dela Cruz, JM (2022): 5 - Always True of Me (AT); 4 - Frequently True of me (FT); 3 - Sometimes True of Me (STM); 2 - Seldom True of Me (ST); and 1 - Never True of Me (NT). The second part of the survey was on academic anxiety which had different levels of reactions that corresponds to 5 - Always True of Me (AT); 4 - Frequently True of me (FT); 3 - Sometimes True of Me (STM); 2 - Seldom True of Me (ST); and 1 - Never True of Me (NT). The survey was adapted from May, DK (2009).

A follow up interview with the Grade 10 high school learners was conducted face-to-face depending on the availability of the participants.

Basically, the learning proficiency in MAPEH were based on the third quarter MAPEH grades that were received by the Grade 10 learners, within the specific period that the study was conducted. This defined if academic stress and anxiety predicted the learners' learning proficiency in MAPEH.

### Data Gathering Procedure

Prior to the conduct of the study, the researcher sought permission from the School Division Superintendent to conduct the study in the Division. The researcher was guided by the Memorandum No. 9 s. 2022 in accordance with the DepEd Region III, Regional Memorandum no. 228, s. 2020 "Policy Guidelines on the Adherence to Ethical Research Principles and Responsibilities in Studies involving Teaching, Teaching-related, Non-teaching Personnel and Learners" herein mentions the conduct of data gathering in any research paper in Central Luzon.

The researcher administered the approved survey questionnaires to Grade 10 MAPEH learners at Carlos F. Gonzales High School upon permission. The researchers requested prior agreement with the assurance that the data will be used solely for the study. Because no identifiable information was recorded, all information gathered was retained electronically, and participants were never recognized. Respondents were able to complete the survey at their leisure and at their preferred location. An assent form were required from the respondent's parent or guardian if the respondent is under the age of 18.

The researcher sought permission from the school Principal of Carlos F. Gonzales High School to obtain third quarter students' grades in MAPEH subject from their respective MAPEH subject teachers. The researcher analyzed the collected data by examining trends and patterns in learners' grades to identify any factors that may impact their performance in MAPEH.

Respondents to the study were informed and oriented on the goal of the research, as well as the terms of the agreement, the potential risks, and advantages of participating in the study, and details on other alternatives that may benefit the respondents. Throughout the process, the respondent's parent or guardian had the option to ask questions and request clarification. It emphasized that each respondent's participation was entirely voluntary and that they had the freedom to withdraw at any moment. The informed consent form's information were written in plain language for clarity and ease of understanding by the respondents. The researcher ensured that the informed consent form contained no misleading or deceptive statements and that it had been critically assessed by a competent reviewer or panel of experts. Further that each respondent's parent's or guardian's signature was affixed to the assent form.

The collected data were saved on password-protected computers or in files. The recordings were kept in a safe place consistent with the presumption that anonymity is congruent with respondents' privacy preferences. The recordings were deleted after the research study was completed. Unless a researcher had secured permission from participants to preserve their data, he or she destroyed the data. For digital records, it was destroyed or disposed of in a manner that leaves no possibility for retrieving the information by permanently deleting all the records. While on the length of retention, respondents were ensured that after the specific purpose for which the data gather and use, the data were no longer retained and were subjected to disposal.

The respondents were provided with informed consent to the purposes, using the retention of the data collected. Moreover, the researcher willingly abided by the confidentiality and ethics of data processing. After, the permit was issued the researcher sought a date and time. At the conclusion of the

study, all collected data were securely destroyed in accordance with the data retention and disposal policies outlined by BASC and the College Research Ethics Review Committee.

By adhering to these procedures, the researcher ensured the ethical conduct, integrity, and confidentiality of the data gathering process, thereby upholding the principles of responsible research conduct, and contributing to the advancement of knowledge in the field of education.

### **Data Analysis**

In this study, various statistical tools were employed to analyze the collected data. First, mixed methods such as mean, standard deviation, and frequency were utilized to evaluate learners' academic stress and anxiety levels. The academic stress survey participants answered using a scale that has different levels of responses, 5 - Always True of Me (AT); 4 - Frequently True of me (FT); 3 - Sometimes True of Me (STM); 2 - Seldom True of Me (ST); and 1 - Never True of Me (NT). For academic anxiety survey which had different levels of reactions that corresponds to 5 - Always True of Me (AT); 4 - Frequently True of me (FT); 3 - Sometimes True of Me (STM); 2 - Seldom True of Me (ST); and 1 - Never True of Me (NT). This helped provide an overall understanding of the data in terms of central tendency, variability, and occurrence.

This test facilitated a rigorous comparison between the two groups, helping to identify any statistically significant differences. Additionally, regression analysis was employed to explore the relationship between academic stress, academic anxiety, and learning proficiency in the field of MAPEH (Music, Arts, Physical Education, and Health). The aim was to determine if academic stress and anxiety significantly predicted the respondents' learning proficiency. This statistical method enabled the researcher to evaluate the predictive power of these variables, providing valuable insights into the relationship between them. Lastly, the quantitative data were analyzed using the Statistical Package for Social Sciences.

### **Ethical Considerations**

The researcher sought permission to conduct the study from the respective personnel accordingly. Once permission was granted, the researcher discussed the purpose of the survey with the respondents, as well as the study's findings and later, the schedule for conducting the survey questionnaire. The researcher started to collect the data afterwards personally while assuring no disruptions of classes of the respondents.

In conducting face-to-face interviews, informed consent was obtained from the respondents before the study was conducted. Respondents to the study were informed and oriented on the goal of the research and the provisions of the agreement, including the potential risks (i.e., limits to confidentiality), the possible benefits of taking part in the study, and details of alternative options that may benefit the respondents. The respondents had the chance to inquire about anything or request explanations during this procedure. It underlined that the participation of every respondent was optional and that they have the freedom to withdraw at any time. The content of the informed consent form were prepared in clear English for clarity and contained statements with facts.

On the other hand, the survey instruments were distributed personally, respondents were guaranteed anonymity in accordance with Memorandum No. 9, Section 2022. Personal information of the respondents was secured and with the assurance that was used solely in the study.

In terms of disposing of research data for the paper records, it was destroyed in a manner that leaves no possibility for reconstruction of the information. Paper records were destroyed properly using one of the following techniques: burning, cross-shredding, pulping, or pulverizing.

## **RESULTS AND DISCUSSION**

### **The Academic Stress of Grade 10 Learners in MAPEH**

Academic stress is defined as the physiological response of learners to pressures in their academic lives.

The assessments of the Grade 10 learners regarding their academic stress in terms of pressure from study, workload, worry about grades, self-expectation and despondency are summarized in Tables 2 to 6.

#### **Pressure from Study**

Pressure from study is a situation when a student is under time and energy pressure to complete certain academic objectives. It can come from a variety of places and has a range of emotional and academic consequences.

**Table 2.**

*Description of Grade 10 Learners Academic Stress in terms of Pressure from Study*

<b>ITEM STATEMENT</b>	<b>WEIGHTED MEAN</b>	<b>VERBAL INTERPRETATION</b>
1. I feel a lot of pressure in my daily studying.	3.59	Often True of Me



2. There is too much competition among classmates that brings me a lot of academic pressure in MAPEH.	2.62	Sometimes True of Me
3. Future education and employment bring me a lot of academic pressure.	3.43	Often True of Me
4. My parents care about my academic grades in MAPEH too much which brings me a lot of pressure.	2.55	Seldom True of Me
5. My teacher expected me to get high grades in MAPEH.	2.32	Seldom True of Me
<b>Standard Deviation</b>	<b>0.77</b>	
<b>Grand Mean</b>	<b>2.90</b>	<b>Sometimes True of Me</b>

Legend: 1.00-1.79 "Never True of Me (NT)", 1.80-2.59 "Seldom True of Me (ST)", 2.60-3.39 "Sometimes True of Me (STM)", 3.40-4.19 "Often True of Me (FT)", and 4.20-5.00 "Always True of Me (AT)"

Table 2 displays the description of Grade 10 learners as regards their academic stress in terms of pressure from study with a grand mean of 2.90 and were verbally interpreted as "sometimes true of me." Also, it was found out that the standard deviation was 0.77 which means that the responses of the learners were a little bit closer to one another. In addition, two (2) out of five (5) statements got a verbal interpretation of "sometimes true of me," two (2) out of five (5) statements were verbally interpreted as "often true of me," and only one (1) out of five (5) statements obtained a verbal interpretation of "seldom true of me." Furthermore, statement one (1) "I feel a lot of pressure in my daily studying" obtained the highest weighted mean of 3.59 with a verbal interpretation of "often true of me" while statement five (5) "My teacher expected me to get high grades in MAPEH" got the lowest mean of 2.32 and verbally interpreted as "seldom true of me."

According to the study's findings, learners may experience stress while studying MAPEH daily due to the pressure to perform well and the time commitment required for studying. This stress can have an adverse effect on emotional and physical health, as well as academic performance. Furthermore, high expectations, intense competition, and a constant desire for academic success are common sources of stress when studying MAPEH.

Accordingly, Gula et al. (2022) state that parent support has an impact on the student's state of learning Arts, where the parent also serves as a basis for pursuing a particular activity. Furthermore, parental support plays an important role in reinforcing the students on what to pursue to avoid uncertainties in every activity that they will engage in.

Furthermore, according to Reddy et al. (2018), stress has become a part of students' academic life because of the numerous internal and external demands imposed on them. Teenagers are particularly vulnerable to the issues associated with academic stress since they are undergoing social and personal changes. Therefore, understanding the origins and effects of academic stress is essential to developing suitable and successful treatment interventions..

As shown in table 3, the description of Grade 10 learners academic stress in terms of workload obtained a grand mean of 2.38 and were verbally interpreted as "seldom true of me." In addition, the standard deviation was 0.99, indicating that the learners' responses were somewhat similar. Moreover, all five (5) statements were verbally interpreted as "seldom true of me." Furthermore, the highest mean was from statement two (2) "I feel like there is too much schoolwork in MAPEH" with a verbal interpretation of "seldom true of me" whereas the lowest weighted mean was from statement five (5) "I feel like there are too many tests /exams in MAPEH" and verbally interpreted as "seldom true of me."

Based on the study's findings, it is possible that the learners believe that the schoolwork and exercises or activities in MAPEH are sufficient for them to complete the task within the time frame specified. Despite having four (4) components, learners' believe that workload in MAPEH is appropriate for them. Furthermore, MAPEH teachers help alleviate students' stress by assigning a reasonable amount of homework that is not excessively extensive and taking into account students' extracurricular activities and academics.

Consequently, Mirawdali et al. (2018) found a high proportion of the study population reported poor academic achievement due to perceived course load and the scope of study material assigned for each test. Furthermore, Phillips et al. (2020) several students work throughout the day while they are in school, and juggling both may be extremely stressful and lead to academic stress. Social research has long focused on student academic stress. Numerous stresses have been found by some studies, including an excessive amount of coursework, peer competitiveness, failure, and strained relationships with lecturers or other students. Stress is a complicated, dynamic process that arises from the interaction of an individual with their experiences in life.

Table 4 depicts the description of Grade 10 learners academic stress in terms of worry about grades with a grand mean of 3.19 and were verbally interpreted as "sometimes true of me." Likewise, it was found out that the standard deviation was 0.99 which indicates that the responses of the learners were slightly closer to one another. Also, four (4) out of five (5) statements got a verbal interpretation of "sometimes true of me," and only one (1) statement were verbally interpreted as "often true of me." Furthermore, statement three (3) "Academic grade in MAPEH is very important to my future and even can determine my whole life" received the highest weighted mean of 3.54 with a verbal interpretation "often true of me" while

statement one (1). "I feel that I have disappointed my MAPEH teacher when my test/exam results are not ideal" got the lowest mean of 3.02 and verbally interpreted as "sometimes true of me."

According to the study's findings, learners may feel as if they have disappointed their teachers and parents when they receive low scores or perform poorly in MAPEH. Moreover, they believe that grades in MAPEH are important not only for their future careers but also for their entire lives. Furthermore, the results may indicate that learners were grade conscious in MAPEH and felt useless if they received low grades.

Based on the study of McCurdy et al. (2022) states that too much worry, distracting ideas, and impaired focus combined with anxiety put youth at risk of lower academic performance. Children may engage in anxious-avoidant behaviors during school tasks, affecting overall performance.

In addition, according to Chen et al. (2021), parents who are too preoccupied with their kids' academics in their early years are making them very stressed and anxious. Addiction to stress and a sense of not being the best version of oneself can eventually result in negative conduct. She said that youngsters who are under too much pressure should attempt to utilize whatever methods necessary to obtain excellent results. Their connections with their classmates would suffer if they cheated or start using drugs.

Sripongwiwat et al. (2018) claim that stress has profound effects on secondary school pupils' memory and learning capacities, with significant ramifications for learning environments. Given that learning stressors are present in all educational settings, including secondary schools, as this study has shown, it is crucial to comprehend how stress affects students' learning. For secondary school students in particular, a well-rounded education is essential to their future success in the workforce and their socioeconomic standing.

In the conducted interview, the learners were asked if grades are stressor for them. These learners replied that "*I worry so much about my grades, I think that if I get low grades in my studying, it will reflect my future.*" "*I always worry about my grades in MAPEH because I want to be a MAPEH teacher in the future and I am worried that my grades are not enough for that.*" "*I worry about my grades not just because of my future career or life. It's also because of my parents and family, I always feel pressure and down since all of my siblings are academic achievers and are really smart.*"

### **Self-Expectation**

Expectation is the belief that something will happen in a particular way. Stress may be greatly increased when learners' expectations of themselves do not align with reality.

Table 5 illustrates the description of Grade 10 learners academic stress in terms of self-expectation with a grand mean of 3.07 and were verbally interpreted as "sometimes true of me". Also, it was found out that the standard deviation was 1.07 which means that the responses of the learners were dispersed. In addition, all statements obtained a verbal interpretation of "sometimes true of me." Furthermore, statement one (1) "I feel stressed when I do not live up to my own standards in MAPEH." obtained the highest weighted mean of 3.18 with a verbal interpretation of "sometimes true of me" while statement three (3) "I usually cannot sleep because of worry when I cannot meet the goals, I set for myself in MAPEH" got the lowest mean of 2.69 and verbally interpreted as "sometimes true of me."

The result implies that learners who set too high standards for the subject of MAPEH may experience stress and shame because they did not meet their expectations regarding the outcome of the result. Furthermore, because learners set their own standards, they became anxious when they did not meet their goals and reflected on it at night.

This study is in consonance with the study of Bennett et al. (2018) discovered that student grade expectations are positive and significantly related to academic performance in college economics courses. Expectations for grades varied by ethnic group. We looked at the characteristics of minority and non-minority students and found that expectations differed significantly.

Furthermore, Austria-Cruz (2019) states that college students frequently endure academic stress. There are several sources of stress in the academic realm, including parental expectations and successes, the desire for academic self-actualization on a personal level, the volume of tasks, disagreements with classmates, and final writing projects, among other things. A major cause of stress for them is getting good marks, which impacts their ability to impress their parents, peers, and significant others. Stressors from the academic, social, intrapersonal, and external domains cause failures to become pressures.

In the conducted interview, learners were asked to describe their self-expectation in MAPEH. These learners replied that "*I expect a lot because I've been an academic achiever since then, so I am worried when I got a low grade.*" "*I'm expecting much about my performance, I'm setting so much standard for me to reach. I'm expecting to get high grades every distribution of cards.*" "*To get high scores and grades because I did my best in every performance task.*"

### **Despondency**

Despondency is a sad state of mind very similar to depression wherein young learners experienced hopelessness and extreme sadness.

As displayed in table 6, the description of learner-respondents academic stress in terms of despondency got a grand mean of 2.73 with a verbal interpretation of "sometimes true of me". In addition, it was indicated in the standard deviation was 0.93 that the responses of the learners were a little bit dispersed. Likewise, three (3) out of five (5) statements were verbally interpreted as "sometimes true of me" whereas two (2) out of five (5) statements obtained a verbal description of "seldom true of me." Furthermore, statement one (1) "I always lack confidence with my academic scores in

MAPEH” received the highest weighted mean of 3.17 with a verbal interpretation of “sometimes true of me” while statement four (4) “I can't accomplish my MAPEH modules on time” got the lowest weighted mean of 2.39 and verbally interpreted as “seldom true of me.”

According to the study's findings, it may imply that learners may have low self-esteem when it comes to getting high grades in MAPEH because the learning modality has shifted from modular to face-to-face. Moreover, learners' lack of confidence in their academic performance in MAPEH may lead to grade disappointment. However, learners find the MAPEH module to be relatively easy to study and concentrate on.

This is in support with the study of Silaneh et al. (2021) that Students with high self-esteem were more likely to make persistent demands on teachers, implying that this behavior is a coping response to internal distress.

According to Chyu and Chen (2022) assert that young people, regardless of their age, gender, or academic standing, are more vulnerable to the negative effects of academic stress. Excessive academic stress has been linked in studies to procrastination, poor academic performance, physical disease, emotional discomfort, and suicide thoughts and attempts.

In order to succeed academically, Ediyanti and Febrianto (2020) state that there are a lot of athletes, students, and athletes who have a strong learning drive and who prioritize their formal education over their athletic career. If an athlete is highly motivated to succeed academically, he or she will have a meaning for themselves, which can be defined as learning activities in school that align with their interests and goals. The athlete will also be able to accomplish relevant goals, demonstrating their self-assurance that they can accomplish realistic goals that are within their power.

Furthermore, Bergey et al. (2019) concurred that students who possess a high feeling of efficacy are inclined to be genuinely driven and take on challenging assignments. Instead of placing the blame elsewhere for their failure, these students will put forth great effort to fulfill their obligations and will accept responsibility for their actions. Long-term goal achievement is more likely for self-efficacious student because they bounce back from failures rapidly.

In the conducted interview with the respondents, they were asked to describe their experienced feelings of despondency and their confidence in learning MAPEH. These learners replied that *“Yes, I experienced because sometimes I feel like am not doing well enough to meet their expectations the expectations my surroundings have for me. So, I sometimes don't feel confident about myself.”* *“Yes, when I can't understand and struggle about the lessons. I'm thinking that I'm so slow learner.”* *“No, myself is my best partner. I have confidence for who I am.”*

#### **The Academic Anxiety of Grade 10 learners in MAPEH**

Academic anxiety can be understood as a psychological condition characterized by feelings of worry, apprehension, and uneasiness specifically related to academic performance. This type of anxiety can significantly impact a student's overall well-being and academic success. The assessments of the Grade 10 learners with regard to their academic anxiety is reflected in Table 7.

Table 7 demonstrates the description of Grade 10 learners' academic anxiety with a grand mean of 2.98 and were verbally interpreted as “sometimes true of me.” Also, based on the standard deviation was 0.87 of the responses, it was noticed to be a little bit dispersed. Moreover, ten (10) out of fifteen (15) statements were verbally interpreted as “sometimes true of me,” three (3) statements got a verbal interpretation of “often true of me,” and two (2) statements obtained a verbal interpretation of “seldom true of me.” Furthermore, statement four (4) “I worry that I will not be able to get a good grade in my MAPEH subject” got the highest weighted mean of 3.52 with a verbal interpretation of “often true of me” whereas statement six (6) “I feel stressed when listening to MAPEH teacher in class” obtained the lowest weighted mean of 1.84 and was verbally interpreted as “seldom true of me.”

As the outcome of the study, it is likely that learners were afraid to answer during MAPEH class due to nervousness and provided incorrect answers. Also, learners' concern about not being able to perform well in MAPEH may imply that they will not be able to achieve good grades in MAPEH. However, learners believe that they were not stressed while listening to their MAPEH teacher and that doing homework in MAPEH is not stressful.

This is in consonance with the study of Mirawdali et al. (2018), found a high level of academic anxiety among the MPharm undergraduate study sample and identified some influential sources that must be addressed to improve students' experiences. It is critical to develop strategies to help students cope with academic life and improve their future performance.

In the conducted interviews with the respondents, they were asked the challenges they face in MAPEH that contribute to academic anxiety. These respondents replied that *“To much performance tasks because the subject MAPEH is composed of 4 components.”* *“I face challenges in MAPEH whenever the deadline of my performance/task are already coming, because I always want to pass my work ahead of time.”* *“The performance task, maybe because sometimes it is a group activity, and my groupmates are not participating.”* *“I think the performance tasks were too many to handle as a grade 10 student, especially since it has 4 components. Also, singing performances was challenging for me because my talent isn't really inclined with it.”*

#### **The Grade 10 Learners' Learning Proficiency in MAPEH**

The Learning Proficiency of the Grade 10 learners which was measured in terms of their average grades in MAPEH in the third grading periods is presented in Table 8.

**Table 8**

*Description level of Respondents' Learning Proficiency in MAPEH for the 3<sup>rd</sup> Quarter Period of School Year 2023 – 2024*

<b>General Average</b>	<b>n</b>	<b>%</b>
98-100	11	4.10
95-97	66	24.63
90-94	101	37.69
85-89	58	21.64
80-84	30	11.19
75-79	2	0.75
Below 75	0	0.00
<b>Standard Deviation</b>	<b>4.82</b>	
<b>General Average</b>	<b>91.05</b>	
<b>Verbal Interpretation</b>	<b>Above Average</b>	

*Legend: below 75 "Failed", 75-79 "Poor", 80-84 "Below Average", 85-89 "Average", 90-94 "Above average", 95-97 "Good", and 98-100 "Excellent"*

As illustrated in table 8, description level of Grade 10 learners' learning proficiency in MAPEH for the 3rd quarter period of school year 2023 – 2024 obtained a general average of 91.05 and were verbally interpreted as "above average." In addition, the table shows a high standard deviation was 4.82, indicating that MAPEH learners' learning proficiency is dispersed. Also, the recorded highest and lowest learning proficiency were 98 and 75, respectively. Furthermore, eleven (11) learners, or 4.10 percent, had a learning proficiency between 98 and 100, whereas only two (2) learners, or 0.75 percent, had a learning proficiency between 75 and 79.

Timbal et al. (2024) state that there is no discernible variation in the respondents' academic characteristics, apart from their attitudes toward mathematics, time, and study environments, which significantly differ in both positive and negative ways. Furthermore, there is a strong correlation between learners' proficiency levels and academic attributes.

### **The Relationship between Academic Stress and Learning Proficiency in MAPEH**

Table 9 exhibits the results of the test which was done to determine if a significant relationship existed between the Grade 10 learners' academic stress and learning proficiency in MAPEH of Grade 10 Learners.

**Table 9**

*Test of Significant Relationship between Academic Stress and Learning Proficiency*

<b>Variables</b>		<b>p-value</b>	<b>Decision</b>	<b>Verbal Interpretation</b>
Academic Stress	Learning Proficiency	0.01	Reject Ho	Significant

*Legend: <0.01 = significant*

Table 9 depicts the test of significant relationship between academic stress and learning proficiency with a p-value of 0.01 which interpreted as significant. Therefore, the null hypothesis was rejected. It indicates that there is a significant relationship between academic stress and learning proficiency.

Accordingly, Ma (2023) found on her study that an Academic performance and stress have an "inverted U-shaped" relationship, wherein stress that is appropriate can improve performance but excessive stress has the opposite effect. Moreover, in the study of Caballero (2024) revealed that there is no credible evidence supporting the correlations between the students' Science academic performance and COVID-19 perceived stress levels.

In contrast, the study of Tibus and Ledesma (2021) concluded that despite having a moderate level of academic stress, students were able to manage them by using a plethora of coping mechanisms available. Also, in the study of Caballero (2024), found out that there are a weak positive and negative correlations between grit and stress level and GPA. The lack of statistical significance in these correlations suggests that academic performance may be influenced by other factors. Furthermore, findings of Tus, J. (2020) showed that students' motivation and stress levels were above average and average, respectively. Additionally, the students' academic performance was largely satisfactory or extremely satisfactory. Moreover, the research indicates that there is no significant correlation between students' academic performance and stress and motivation.

In the conducted interview with the learners, they were asked about the challenges do you face in MAPEH classes that contribute to academic stress and their strategies or techniques to manage stress. Most of the learners replied that they *"I face challenges in MAPEH whenever the deadline of my performance/task are already coming, because I always want to pass my work ahead of time."* *"Physical abilities, creative expression, and self-image, all of which can contribute to academic stress"* and *"You need to unlock your talents like dancing, drawing, singing, because it's MAPEH, music, art, physical education, and health when put together, it's 12 subjects if you sum it up, which means the more there are topics, the more there are more school works."* To manage stress, these learners stated that *"In order to reduce the stress on the subjects and on the MAPEH, I make a schedule or daily task everyday so that I can balance everything I do"* additionally, *"I always make sure that I finished my work before the deadline. I assure that I have a time management every time."*

### The Relationship between Academic Anxiety and Learning Proficiency in MAPEH

Table 10 exhibits the results of the test which was done to determine if a significant relationship existed between the Grade 10 learners' academic anxiety and learning proficiency in MAPEH of Grade 10 Learners.

**Table 10**

*Test of Significant Relationship Between Academic Anxiety and Learning Proficiency*

Variables		p-value	Decision	Verbal Interpretation	Legend:
Academic Anxiety	Learning Proficiency	0.07	Accept Ho	Not significant	$<0.01 =$ significant

As illustrated in table 10, the test of significant relationship between academic anxiety and learning proficiency was found to be not significant since the p-value is greater than 0.01 significance level. Therefore, the null hypothesis was not rejected.

According to the study of Choudhury and Chechi (2022), discovered a significant difference in academic anxiety and performance based on gender and place of residence. The current study investigated the negative relationship between academic anxiety and students' academic performance. Moreover, Vitasari et al. (2018) revealed that there were significant differences in academic performance between high and low academic anxiety groups of learners, high and low academic anxiety groups of males, high and low academic anxiety groups of females, high academic anxiety groups of male and female learners, and low academic anxiety groups of male and female students. Thus, the study of Shakir (2018) revealed in his study that there is an inverse relationship (negative correlation) between academic achievement and academic anxiety among students. Furthermore, it was shown in the study of Ragusa et al. (2023) that anxiety negatively predicted academic performance.

In the conducted interview with the learners, they were asked about the challenges they face in MAPEH classes that contribute to academic anxiety and their strategies or techniques to manage anxiety. Most of the learners replied that they *"I face challenges in MAPEH whenever the deadline of my performance/task are already coming, because I always want to pass my work ahead of time."* *"Dancing, Singing, doing physical activities outside or in front of people. I believe this is all challenges for me."* *"To much performance tasks because the subject is MAPEH are composed of 4 components"* and *"Performance Pressure Classes such as Music and Art can cause pressure to perform and perform, which can result in anxiety for learners who are less confident in their abilities in this area."* To manage anxiety, these learners stated that *Mindfulness, time management, seeking support, breaking tasks into smaller steps, and maintaining a healthy balance can help*., *"The techniques that I can share that I use to help manage tasks in MAPEH is to immediately do what your teacher asks you to do such as Performance task, Activity, Assignments and let's also avoid using cellphones so that we can finish what we have to do right away."*, Additionally, *"What I could share is, learn to prioritize things, break the big tasks into manageable task, reflect on things, and be realistic"* Lastly, *"the strategies that I do is make my own schedule of my workloads and make sure that I do it on time so I can do any other subjects that I needed to do."*

Learners understood that stress and anxiety could hinder their ability to learn MAPEH, but they also tended to be more practical and divert their stress by trying their hardest and by making their lives more enjoyable by putting less emphasis on academics.

They also tended to stop when they felt like they needed a break, which helped them overcome their stress and anxiety and complete their MAPEH task more productively.

## FINDINGS, CONCLUSION AND RECOMMENDATION

### Findings

This study determined the influence of academic stress and academic anxiety on learning proficiency in MAPEH of Grade 10 learners in Carlos F. Gonzales High School, Maguinao., San Rafael, Bulacan during the School Year 2023-2024.

The answers to the problems raised in this study were ascertained and summarized as follows: Findings revealed that pressure from study, workload, worry about grades, self-expectation, and despondency were rated as moderately stressful by Grade 10 learners.

Meanwhile, the Grade 10 learners' academic anxiety was described as average.

The learning proficiency of the Grade 10 learners in MAPEH was described as "Above average".

There is a significant relationship was found between the learners' academic stress in terms of pressure from study, workload, worry about grades, self-expectation, and despondency and their learning proficiency in MAPEH.

There is no significant relationship was found between the learners' academic anxiety and their learning proficiency in MAPEH.

### **Conclusion**

Based on the findings of the study, the following conclusions were drawn: There is a significant relationship between Grade 10 learners' academic stress in terms of pressure from study, worry about grade, workload, self-expectation and despondency and their learning proficiency in MAPEH. Learners who are free from stress had a greater chance of getting higher grades in MAPEH.

There is no significant relationship between the learners' academic anxiety and learning proficiency in MAPEH of Grade 10 learners. This shows that despite similar levels of Academic Anxiety, their learning proficiency differs dramatically.

### **Recommendations**

In light of the findings and conclusions of the study, the following recommendations are hereby presented:

1. The school may implement the plan of action from the results of the study. Further, it is recommended that this Action Plan be submitted to the Division Office.
2. Grade 10 learners who served as the study's respondents are recommended to the study by the researcher. This is to educate them about their vulnerability to academic stress and the possible changes they might encounter during this stage. They will be able to prepare themselves mentally and emotionally once they have the information about it.
3. Parents and teachers may work together to improve the learners' academic stress in terms of workload and despondency.
4. For future researchers, similar studies along this line may be conducted using other parameters to validate or invalidate the results of the study and for better understanding of the factors that influence learning proficiency among high school learners

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