Randwick International of Education and Linguistics Science (RIELS) Journal
Vol. 5, No. 4, December 2024 | Page 1423-1429 |
https://www.randwickresearch.com/index.php/rielsj

Academic Pressure and Health Habit Formation Among Scholars: Basis For Community Health Teaching

DOI: *https://doi.org/10.47175/rielsj.v5i4.1107*

| Hernando L. Bernal Jr.[1]| Renz Chester R. Gumaru[2]| Bernie B. Go[3]|

[1] *Graduate Program School of Teachers Education, National Teachers College, City of Manila, Philippines*

[2] *Math Department, Arellani University, Pasay City, Philippines*

[3] *General Education Deparment, Far Eastern University NMRF, Quezon City, Philippines*

[1]*bhambernal@gmail.com*
[2]*renzchestergumarubsmath@gmail.com*
[3]*bbgo@feu-nrmf.edu.ph*

ABSTRACT

This study aimed to evaluate the level of academic pressure experienced by university scholars in the Philippines across five dimensions: self-expectation, workload, despondency, study-related pressure, and worry about grades. Additionally, it examined the scholars' formation of health habits in six areas: water intake, rest, physical activity, nutrition/diet, temperance, and overall physical condition. The study also explored the relationship between academic pressure and health habits. Findings revealed that the scholars experienced a relatively high level of academic pressure, with self-expectation emerging as the most significant source. Conversely, the scholars exhibited a low level of healthy practices, particularly in the area of rest, which was identified as the least practiced health habit. On a positive note, temperance was highlighted as the most favorable health behavior, reflecting the scholars' ability to exercise moderation.

KEYWORDS

academic pressure; health; scholars

INTRODUCTION

Academic pressure is the feeling of worry and stress experienced by students as a result of the strict demands, stresses, and expectations placed on them by their parents, society, and the school (Luo et al, 2020). If the expectation is not accomplished, the student can develop negative feelings, leading to self-harming practices (Abebe et al, 2018). Such long-term pressure might even cause a person's body to feel tired or create headaches. (Al Jaber et al, 2019). The World Health Organization (2013), through a world movement program focusing on the excessive introduction of tobacco, bad eating habits, the absence of physical activities, and alcohol use will be the solution. College students often do unhealthy behaviors (Hall, M, 2023)

In the Philippines, efforts to enhance education and global competitiveness persist despite challenges like underfunding, and blending traditional values with modern approaches. (AECC Global, 2023). Austrian-Cruz (2019) points out that Filipino college students often struggle with their health and physical condition because of school-related stress. This stress hurts how well they do in their studies. (Al-Nakeeb et al, 2015)

Laguador (2013) also mentioned some symptoms related to stress that are common. This includes headaches, fatigue, and excessive sweating. This study explores the connection between academic pressure and health habits among Filipino scholars in some universities. It is concerned with sustainable development goals, which deal with the reduction of non-communicable disease deaths and the promotion of mental health. Awareness of scholars' well-being and acknowledging their invaluable role in future professionals is the focus of

this research, which intends to illuminate the connection between academic stress to health practices. (Laguador. 2013)

LITERATURE REVIEW

Figure 1. Conceptual Framework

The conceptual framework indicates the relationship between academic pressure and the formation of university scholars' health habits. Academic pressure, being the independent variable, refers to overwhelming stress due to expectations of achieving great success across various subjects. The formation of health habits would become the dependent variable in this framework. Health habits refer to the behaviors that contribute to the overall well-being of a person. It is composed of the five key elements of a healthy lifestyle: water intake, rest, physical activity, nutrition/diet, temperance, and general physical condition. The framework emphasizes the relationship between two variables, wherein experiencing academic pressure can affect the development of university scholars' eating and drinking habits, ability to perform physical activities, and overall well-being.

Statement of The Problem

This study aims to examine the relationship between academic pressure and the development of health habits, considering predetermined factors among students in selected universities in the Philippines. Specifically, it seeks to answer the following research questions:

1. What is the level of academic pressure among the respondents in terms of:
   1.1 Self-expectation;
   1.2 Workload;
   1.3 Despondency;
   1.4 Pressure from study;
   1.5 Worry about grades?
2. What is the respondents' level in terms of the following components of a healthy lifestyle:
   2.1 Water intake;
   2.2 Physical activity;
   2.3 Rest;
   2.4 Nutrition;
   2.5 Temperance;
   2.6 General Physical Condition?
3. Is there a significant relationship between academic pressure and the formation of health habits among scholars in the Philippines?
4. How may the findings be utilized in Community Health Teaching

Hypotheses

The researchers found the hypothesis helpful as a base for determining assumptions and for the explanation of the data to be gathered. We, the researchers, will be aware of our temporary answers, we will know if it is correct or wrong.

H_0: There is no significant relationship between the level of academic pressure and the formation of health habits among Filipino university scholars.

H_1: There is a significant relationship between the level of academic pressure and the formation of health habits among Filipino university scholars.

RESEARCH METHODS

This study will adopt a descriptive-correlational research design to examine the relationship between academic pressure and health habit formation among students, without aiming to establish causation. (Bhat, 2024). A quantitative approach will be employed to assess the strength and nature of this relationship. Through quota sampling, the study will pick 25% (50 participants) from each academic year. This will result in at least 200 scholars taking part. This number of participants allows Pearson's correlation analysis to get meaningful results.

The research will select participants from students in Philippine schools who meet certain requirements. These students must be enrolled in a degree program, have official scholar status, and attend schools with an acceptance rate of 50% or higher. To gather information, the study will use a survey with a 4-point Likert scale to find out what participants think. The study will then use the mean and Pearson Product-Moment Correlation Coefficient (PPMCC) as its main tools to analyze the data.

Research Instruments

This study will employ the Educational Stress Scale for Adolescents to evaluate academic pressure among respondents. The scale comprises 16 items rated on a 4-point Likert scale, ranging from 4 (Strongly Agree) to 1 (Strongly Disagree). In order to assess health habits, a self-developed questionnaire, validated by a registered psychometrician and tested for reliability through Cronbach's alpha, will be utilized. Negatively worded items were reverse-scored to ensure consistent response interpretation (Data Pott Analytics, 2022).

Table 1. Educational Stress Scale

Scale	Description
4	Strongly Agree
3	Agree
2	Disagree
1	Strongly Disagree

This research will use the Educational Stress Scale for Adolescents (Dunne et al., 2010) to measure the academic pressure felt by the participants. The scale has 16 questions, each answered on a 4-point scale, where 4 means "Strongly Agree" and 1 means "Strongly Disagree." To check health habits, a custom questionnaire, approved by a certified psychometrician and tested for consistency using Cronbach's alpha, will be used. Questions with negative wording were reversed to make sure the answers were understood the same way (Data Pott Analytics, 2022).

Statistical Tools/Treatment of Data

To analyze the data, the study will employ two statistical tools: the mean and the Pearson Product-Moment Correlation Coefficient (PPMCC). These methods will be used to evaluate the level of academic pressure and the assessment of health habits among respondents, as well as to determine the relationship between these variables.

Mean

$$\bar{x} = \frac{\Sigma fx}{n}$$

The mean will be computed to determine the average level of academic pressure and health habits among the respondents. The formula for calculating the mean is as follows:

Pearson r

$$r = \frac{\sum (x_i - \bar{x})(y_i - \bar{y})}{\sqrt{\sum (x_i - \bar{x})^2 \sum (y_i - \bar{y})^2}}$$

To examine the relationship between academic pressure and health habit formation, the Pearson Product-Moment Correlation Coefficient (PPMCC) will be employed. This statistical tool measures the strength and direction of the linear relationship between two variables.

RESULTS AND DISCUSSION

Table 2. Academic Pressure and Health Habits Measurement

Category	Mean score
Academic Pressure	3.19
Health Habits – Water Intake	2.78
Health Habits – Rest	2.15
Health Habits – Physical Activity	2.24
Health Habits – Nutrition	2.45
Health Habits – Temperance	2.83
General Physical Condition	2.11

This chapter analyzes the academic pressure and health habits of Filipino university scholars, focusing on self-expectation, workload, despondency, academic pressure, and health habits including water intake, rest, physical activity, nutrition, temperance, and general physical condition. The findings highlight significant stress due to academic pressures and varying degrees of health awareness, providing insight into the challenges faced by students in balancing academics and well-being. Students experience notable academic pressure, particularly from self-expectation, with many reporting stress when failing to meet their academic standards (mean = 3.56). Workload contributes significantly, as the volume of schoolwork and homework is overwhelming (mean = 3.39), while tests and exams rank slightly lower in pressure (mean = 3.06). Despondency arises from dissatisfaction with grades and lack of confidence in academic performance (mean = 2.80), which affects their concentration in class (mean = 2.64). Students also feel pressured by future academic and career prospects (mean = 3.59) and parental concerns (mean = 2.79), though competition among peers is less significant (mean = 2.46). In terms of health habits, students show mixed results. While they maintain hydration to some extent (mean = 3.20), poor sleep habits are evident, with inadequate rest (mean = 1.80) and disrupted routines (mean = 1.99). Physical activity is minimal, with few students engaging in regular exercise or setting fitness goals (mean ranging from 1.88 to 2.27). Nutrition habits are slightly better, with moderate inclusion of fruits and vegetables in meals (mean = 2.84) but limited focus on a balanced diet or stress-eating prevention (mean = 2.07 to 2.35). Despite strong self-control in avoiding vices like smoking and drinking (mean = 3.32 to 3.52), managing

emotions and resisting temptations remains a challenge (mean = 2.14 to 2.36). Physical fatigue and health issues, such as headaches, are common (mean = 1.72 to 1.93), reflecting overall low health practice scores (mean = 2.10).

In conclusion, Filipino university scholars face significant academic pressure, coupled with varying health habits that highlight areas for improvement. While students demonstrate resilience and awareness, the findings emphasize the need for strategies to better balance academic demands with healthier lifestyles, particularly in rest, physical activity, and temperance. Addressing these challenges is essential for enhancing student well-being and academic performance.

This study examined the level of academic pressure and health habit formation among Filipino scholars in selected educational institutions, exploring factors influencing both variables and their relationship. The findings highlight the high academic pressure experienced by students and its impact on their health habits, particularly in areas such as sleep, physical activity, and diet. While students demonstrate some resilience and self-discipline, the challenges of balancing academic demands with healthy living remain evident.

In terms of academic pressure, self-expectation emerged as a significant source of stress, with students reporting high levels of pressure when failing to meet their own standards (mean = 3.56). The workload was another critical factor, as many students felt overwhelmed by the volume of schoolwork (mean = 3.39), while exam-related stress ranked slightly lower (mean = 3.06). Future educational and career prospects were a prominent stressor (mean = 3.59), but competition among

Peers were less concerned (mean = 2.46). Despite these pressures, students demonstrated a capacity to manage stress, as evidenced by their ability to cope with unmet goals affecting sleep (mean = 3.09).

The evaluation of health habits revealed mixed results. Students generally maintained good hydration practices (mean = 2.82), though reliance on caffeinated beverages (mean = 1.94) indicated unhealthy coping strategies. Sleep habits were notably poor, with insufficient rest reported (mean = 1.80), and physical activity was minimal, with few students engaging in regular exercise (mean = 2.16). Dietary habits were similarly poor, with students struggling to maintain a balanced diet and often resorting to unhealthy eating behaviors during stress (mean = 2.07 to 2.28). However, students displayed strong temperance, avoiding vices such as smoking and drinking in response to academic pressure (mean = 3.45).

In conclusion, Filipino scholars face considerable academic pressure, particularly from self-expectations, workload, and prospects, which negatively influence their health habits. While they show resilience and self-discipline in some areas, such as hydration and temperance, their overall well-being is impacted by rising academic demands. The weak but negative relationship between academic pressure and health habits suggests that stress contributes to unhealthy behaviors, though it is not the sole cause. Interventions promoting balance between academics and health are crucial to enhancing student well-being. A community health teaching plan was formulated in order to educate the community on the attritubes of unhealthy behavaior that may impact children education.

CONCLUSIONS

After the analysis and interpretation of the findings, the researchers came up with the following conclusion:

1. Academic pressure among scholars is deemed to be high (3.08), with Self-Expectation gaining the highest rating (3.36) among the five factors where respondents strongly

agree. Despondency, on the other hand, received the lowest level (2.75) while still falling in the scale of high academic pressure where respondents agree. In terms of Workload, the respondents all agree that academic pressure is high (3.25), Pressure from Study (2.95) and Worry about Grades is also high (3.06).

2. The formation of healthy habits among scholars is discovered to be low (2.40), indicating that the respondents hardly exhibit good and healthy practices. In comparison to the five health components, Rest had the lowest level among all factors with a mean of 2.06 wherein most respondents disagreed. This is followed by the level of General Physical Condition (2.10), Physical Activity (2.16), Nutrition/Diet (2.32), and Water Intake (2.82). Contrastingly, Temperance is considered to be the component that is practiced well and agreed by students with a mean of 2.96.
3. There is a significant but negligible negative relationship between Academic Pressure and Formation of Health Habits among Filipino university scholars.
4. A Community Teaching Plan is formulated for implementation.

Recommendation

1. **Commission on Higher Education (CHED):** It is recommended that CHED expands its focus to include the physiological and mental well-being of students, alongside their academic performance. A holistic approach is necessary to ensure that the pressures of academic life do not adversely affect students' overall health and well-being.
2. **Educational Institutions:** University administrations should develop and implement policies and programs designed to support students in managing academic pressure while fostering the development of healthy habits. These programs should focus on reducing stress, improving sleep, encouraging physical activity, and promoting balanced diets to mitigate the negative impact of academic pressures.
3. **Future Research:** Future studies should consider diversifying the demographics of the respondents by selecting students from universities with more competitive admission processes or those with lower acceptance rates. Increasing the sample size would also strengthen the findings. Furthermore, future research should explore additional factors that may influence the formation of health habits among high-achieving students, such as socioeconomic status, access to mental health resources, and family support systems.

REFERENCES

Abebe, A. M., Kebede, Y. G., & Mengistu, F. (2018). Prevalence of stress and associated factors among regular students at Debre Birhan governmental and nongovernmental health science colleges North Showa Zone, Amhara Region, Ethiopia 2016. *Psychiatry Journal*, *2018*, 1–7. https://doi.org/10.1155/2018/7534937

Data Pott Analytics. (2022). Understanding reverse scoring of Likert scale questions SPSS - DataPott Analytics. *Datapott Analytics*. https://datapott.com/understanding-reverse-scoring-of-likert-scale-questions-spss/#:~:text=Reverse%20scoring%20means%20that%20the,2%20and%20strongly%20agree%20%3D%201

Al Jaber, M., Alwehaib, A., Algaeed, H., Arafah, A., & Binsebayel, O. (2019). Effect of academic stressors on eating habits among medical students in Riyadh, Saudi Arabia. *Journal of Family Medicine and Primary Care*, *8*(2), 390. https://doi.org/10.4103/jfmpc.jfmpc_455_18

Al-Nakeeb, Y., Lyons, M., Dodd, L. J., et al. (2015). An investigation into the lifestyle, health habits and risk factors of young adults. *International Journal of Environmental Research and Public Health*, *12*, 4380–4394. https://doi.org/10.3390/ijerph120404380

Bhat, A. (2023, November 24). Descriptive correlational: Descriptive vs correlational research. *QuestionPro*. https://www.questionpro.com/blog/descriptive-research-vs-correlational-research/#:~:text=Descriptive%20correlational%20research%20is%20a,is%20a%20link%20between%20them

Hall, M. (2023). Occupational balance education: A prerequisite to healthy habit formation. *Honors Theses*. https://encompass.eku.edu/honors_theses/1003

Laguador, J., Ramirez, Y., & Pagcaliwagan, A. (2013). Vulnerability of the graduating students to different symptoms of stress and its influence on their level of satisfaction. *International Journal of Behavioral Social and Movement Sciences, 2*.

Luo, Y., Deng, Y. T., & Zhang, H. (2020). The influences of parental emotional warmth on the association between perceived teacher–student relationships and academic stress among middle school students in China. *Child Youth Services Review*, *114*, 105014. https://doi.org/10.1016/j.childyouth.2020.105014