NAVIGATING ACADEMIC PRESSURE: THE IMPACT OF PERFORMANCE TASK-INTENSIVE LEARNING ENVIRONMENT ON THE STUDENTS' WELL-BEING IN SCHOOL

Abstract:

The increasing reliance in school regarding the performance task- intensive learning environments has raised concerns about their possible impacts on students' well-being. This quantitative research aimed to investigate how such environments in school affect the social, psychological, and physical well- being of the senior high school students at Lourdes College. To conduct this quantitative study, the researchers utilized a descriptive- correlational design that explores the relationship between the complexity, frequency, and time demands of performance task and different dimensions of student well- being. A total of 600 participants willingly participated in the focus group discussion and the researchers employed online survey questionnaires as data collection tools. The findings revealed that there is a significant relationship between the performance task- intensive learning environments and students' well-being, highlighting the necessity to innovate educational strategies that balance academic rigor with the wellness of students. This research also contributes to filling the gap in understanding how the assessments of performance- task influence the students' well- being within the educational context in the Philippines.

Keywords: Performance tasks, Academic pressure, Student Well-being, Learning environments, Psychological well-being, Social Well-being, Physical Well-being

INTRODUCTION

In recent years, the contemporary education landscape has undergone relevant transformation specifically in the wake of global changes in delivery of education and assessment methods (Thompson et al, 2023). The significant shift towards performance- based assessment has intensified and students across different subjects are facing an unprecedented number of performance tasks. Recent studies conducted by Martinez and Wong (2022), revealed that secondary school students manage between 15-20 major performance tasks per semester often with deadlines that are overlapping. These performance tasks ranging from group presentations to research projects require significant emotional and cognitive investment of students that will basically serve as critical benchmarks for assessment in academic. However, the increasing numbers of performance tasks and measurable outcomes have impacts on students' well-being that can lead to burnout, anxiety, and decreased motivation (Becker and O'Reilly, 2020).

For the longest time, teachers play a significant role in facilitating and assessing the students' performance and they have depended on standardized tests for the assessment. However, research revealed that these assessments do not often confirm what the students learn. It was mentioned that these conventional and traditional assessments are narrow in coverage and scope which means they do not measure the obtained comprehension of a topic in the deeper level or the complex skills learned by learners (Petalla and Doromal, 2021). Moreover, it is on

everybody's awareness that a significant element of competence in real- world is applying and transferring knowledge as well as skills. In the 21st century, the aspect of education brought by the K to 12 curriculum of the Department of Education implement the performance task assessment in the classroom that provides important learning activities that are necessary to develop competencies and 21st century skills (Albay and Eisma, 2021).

In addition, the cumulative effect of multiple performance tasks extends far beyond the challenges in academic aspects in which they observe that students are navigating project requirements, a complex web of deadlines, and presentation of expectations while maintaining balance in their lives personally. According to "Chang and Roberts (2023), the term continuous performance pressure refers to students who find themselves in a constant cycle of execution, preparation, and evaluation. The intensity of the academic environment has raised concerns among parents, teachers, and mental health professionals about its potential impact on students' well- being specifically the emotional, psychological, and physical well- being.

Furthermore, studies also revealed the emphasis on authentic assessment specifically the performance task that created a complex educational environment where students must demonstrate constant mastery through different performance- based activities. A study conducted by Chang and Roberts (2023), emphasizes that the shift of performance tasks is beneficial for development of skills but it has introduced new challenges for students' academic-life balance and well-being. In addition, quantitative studies have also highlighted these trend that is concerning in which there is a pressing need for qualitative exploration that captures the students' experience. Understanding how students cope and interpret with the pressures connected with the performance tasks that are essential for strategies development and support the students' well-being alongside with their achievement in academics (Lee and Choi, 2022).

The significance exploring this issue becomes particularly trend in school especially when considering the development of students holistically during their crucial secondary school years. During this time, adolescents are not only developing in academic aspects but also forming their social relationships, building identities, and developing life skills that are crucial. According to the study conducted by Wilson and Chen (2022), the pressure to consistently perform at high levels across multiple performance tasks that can impact the students' well- being such as sleep patterns, stress levels, social relationships, and overall life quality. Understanding these impacts can contribute to the developing of effective educational approaches for teachers to assess the needs and number of performance tasks that will also promote both students' well-being and academic excellence maintaining high quality education.

This study aims to explore in navigating academic pressure in terms of performance task-intensive learning environments, exploring its significant relationship. By employing quantitative research design and questionnaires, the researchers seek to uncover the students' perspectives on their challenges, experiences, and coping mechanisms. Amplifying the students' voices will significantly contribute to the on-going discourse about the students' mental health which will then provide insights that can bridge the educational gap between the level of performance task and students' well- being, promoting for a holistic approach to education that will prioritize both mental health and success (Smith and Jones, 2023).

This study is anchored in the Self- Determination Theory (SDT) by Ryan and Deci (2020), which has been recognized increasingly in the context of education. SDT focuses on the optimal functioning and well- being of an individual that depends on the satisfaction of the basic needs of

psychological such as competence, autonomy, and relatedness. Recent researches have demonstrated that these needs of every individual become salient in high pressure academic environments such as the multiple performance task given by the teachers (Martinez et al, 2023). This theory focuses on different forms of motivation from autonomous to controlled which gives valuable information on how students responds to academic demands regarding the performance task in every subjects. According to Kumar and Thompson (2022), students in doing their performance task often experience a transition from intrinsic to extrinsic motivation that will impact their well- being and also engagement in academic aspects.

In the academic settings, there is imbalance between the support of these needs and the performance expectations. Studies revealed that environments fostering autonomy, like providing choices in assignments or some performance task can improve students' sense of ownership and to mitigate stress. In addition, by applying the theory of self- determination to examine the experiences of students so that teachers can then identify strategies that not only enhance academic outcomes but as well as students' well-being ensuring an approach that is holistic to education specifically in performance- intensive context.

Furthermore, the Enhanced Self- Determination Theory (ESDT) as proposed by Rodriguez et al, (2023), demonstrate a relevant evolution in our insights of human motivation and well- being within the academic environments that is at high stakes. This theoretical framework creates upon the classical Self- Determination Theory by including nuanced elements such as tailored performance- based learning context while maintaining the core principles of competence, autonomy, and relatedness. Within the landscape of contemporary education, where academic pressures and performance tasks have intensified, ESDT provides a crucial perspective through understanding and examining the students' experiences and outcomes.

The application of this theory to performance-based learning environments shows that there is a complex interplay between internal motivation and pressure system in external. ESDT acknowledged the reality in the context of modern education where performance metrics and assessments that are standardized often dominate the landscape of learning. This theoretical framework suggests that when students can apply external performance task demands with their internal motivational resources and this posits that the process of integration is facilitated through structured autonomy support where teachers create a good environment that enables personal agency while maintaining clear expectations and standards of the performance tasks. This theory also proposes that when students perceive the activities in academics as self-endorsed than imposed externally because they show greater persistence, improved performance outcomes, deeper learning, and even in facing such challenges in the performance requirements.

In a high-pressure environment at school, it is a crucial aspect of ESDT in which it understands how students maintain and navigate their well- being. This theory also introduced "pressure-resistant motivation", which shows that students' ability to sustain autonomous motivation despite the pressures externally. In addition, this also interplays between the growth mind-set and self- regulation strategies as well as the environmental supports such as peer support system and teacher feedback.

In addition, this theory addresses the effective navigation of performance- intensive environments that require both short- term coping strategies and also long- term sustainability of motivation. This understanding has informed the interventions creations that aimed at helping students strive for academic excellence integrating personal skill development such as time

management and regulation of stress with environmental adjustments like feedback systems and assessment. Moreover, as educational systems continue to face and evolve new challenges, this approach best provide evidence and support as foundation for practical application and serve as a foundation for future research.

This study intended to explore the impact of performance task- intensive learning environment to the students' well- being in school. To explore the impact of the participants, the researchers in this quantitative study were guided by the research question, "To what extent does a performance task-intensive learning environment influence the following aspects: 1.1 Task Design 1.2 Complexity Levels 1.3 Implementation Structure 1.4 Task Frequency 1.5 Deadline Patterns What are the effects of a performance task-intensive learning environment on students' well-being, specifically in terms of: 2.1 Mental Well-being 2.2 Academic Well-being 2.3 Social Well-being 2.4 Self-Esteem 2.5 Physical Well-being, and Is there a significant relationship between performance task-intensive learning environments and students' overall well-being in school?

RESEARCH METHODOLOGY

*Design.*This study utilized a descriptive quantitative research design with a correlational mixed-methods approach that highlights objective measurements and statistical analysis of collected data through research instruments such as survey questionnaires (Creswell & Creswell, 2019). The element of the design was appropriate for outlining the performance task- intensive learning environments' characteristics while the approach of correlational allows the researchers to explore the relationships between the performance task- intensive learning environments and students' well- being. The researchers also use Jamovi software that facilitated accurate and reliable analysis and visualization of both inferential statistics and descriptive results enrusing clarity and reliability of the results.

Participants. The study employed stratified random sampling involving senior high school students from Lourdes College. The participants were drawn from various academic strands including ABM, STEM, TVL, and HUMSS. A total of 600 participants were drawn to ensure diverse representation of experiences and academic background.

Data Collection. Data were collected using an adapted survey questionnaire validated by experts in the field of psychology and education. The questionnaire included two main sections specifically the performance task- intensive learning environments and the second section assessed the students' well- being. Surveys were distributed through digital platforms specifically Google forms to accommodate all participants.

*Data Analysis.*The responses of participants were analysed and processed using Jamovi software. Descriptive statistics such as standard deviations, means, and frequencies were used to summarize the data. The Pearson's Correlation Coefficient was computed to examine the relationship between variables with statistical significance set at $p < 0.05$. The software is a user-friendly statistical capabilities and interface that ensured comprehensive and accurate analysis of quantitative data.

RESULTS AND DISCUSSION

The results of this study showed that the extent of performance task- intensive learning environment influences students' well- being, the effects of performance task-intensive learning environments on students' well-being, and its significant relationship.

Research Question 1. *What is the extent of performance task-intensive learning environment influences students' well-being in terms of:*

1.1 Task Design;

1. 2 Complexity Levels;

1.3 Implementation Structure;

1.4 Task Frequency; and

1.4 Deadline Patterns?

Table 1.1

Influences of performance task- intensive learning environment in terms of Task-Design

Item	Statement	Mean	SD	Interpretation
1	The tasks in my subjects are clearly explained.	3.68	0.952	High
2	The instructions for completing assignments are easy to follow.	3.71	0.936	High
3	I understand the purpose of the tasks assigned in class.	3.74	0.933	High
4	The difficulty level of the tasks is appropriate for my grade level.	3.73	0.935	High
5	The tasks challenge me to think critically and problem-solve.	3.83	0.923	High
6	Find the tasks relevant to my future career or academic goals.	3.74	0.949	High
7	The tasks are engaging and hold my interest.	3.70	0.964	High
8	I am given enough time to complete the tasks effectively.	3.64	0.956	High
9	The tasks are aligned with the learning objectives of the subject.	3.77	0.913	High
10	The resources provided for completing the tasks are adequate.	3.73	0.903	High

11	I feel confident in my ability to complete the tasks assigned.	3.67	0.982	High
12	The tasks encourage collaboration and group work.	3.74	0.912	High
13	The tasks allow me to express my creativity and personal ideas.	3.77	0.914	High
14	Feedback on the tasks is provided promptly.	3.66	0.948	High
15	I am given opportunities to revise and improve my work based on feedback.	3.70	0.962	High
16	The tasks promote a deeper understanding of the subject matter.	3.73	0.911	High
17	The tasks are fair and do not overwhelm me.	3.62	1.007	High
18	The format of the tasks (e.g., assignments, projects, tests) is varied and interesting.	3.67	0.942	High
19	The tasks are meaningful and connect to real-world applications.	3.73	0.945	High
20	I feel motivated to complete the tasks to the best of my ability.	3.65	0.993	High

The interpretation of student responses regarding task design shows a consistently positive perception, with all items rated within the *"Agree"* range and mean scores between 3.62 and 3.83. Students affirm that performance tasks are clearly explained, appropriately challenging, and aligned with learning objectives. High scores were observed for items like "*The tasks challenge me to think critically and problem-solve*" (M = 3.83) and "*The tasks are aligned with the learning objectives of the subject*" (M = 3.77), indicating that the tasks promote both critical thinking and curriculum alignment. Despite this, the item "The tasks are fair and do not overwhelm me" received the lowest mean score (M = 3.62), suggesting that while task design is well-structured, the quantity or workload might still be perceived as heavy by some students. Overall, students perceive the task design as relevant, meaningful, and well-integrated into their academic development.

The results are supported on the study conducted by Villalba et al. (2020), which highlights the importance of well-structured performance task in promoting student engagement and critical thinking in classrooms that are learner- centered. Similarly, other studies found that when students understand the learning objectives clearly and their motivation, task expectations, and performance in academics improve significantly. Moreover, the moderately lower mean score M= 3.62 "The tasks are fair and do not overwhelm me" suggests that students appreciate the variety of tasks but there are some view it as demanding workload. This aligns with the study conducted by Tan and Leong (2022), which showed that intensive task- based environments in learning are effective and if not balanced properly then it can contribute to cognitive overload. The lowest scored item is "I feel motivated to complete the tasks to the best of my ability" with M= 3.65 this suggests the concept that well- designed performance task positively contribute to student motivation. This is supported by Gupta and Santos (2023), who found that there is an increase of motivation level when tasks are perceived as challenging and purposeful but achievable.

Table 1.2

Influences of performance task- intensive learning environment in terms of Complexity Levels

Item	Statement	Mean	SD	Interpretation
1	The subjects I am studying in senior high school are more complex than what I learned in junior high school.	3.82	0.937	High
2	The homework load in senior high school is overwhelming.	3.81	0.959	High
3	I find it challenging to manage the multiple assignments and deadlines in senior high school.	3.86	0.943	High
4	The content covered in my senior high school classes is difficult to understand.	3.57	0.966	High
5	I need additional resources to comprehend the lessons taught in class fully.	3.67	0.987	High
6	Senior high school teachers expect a high level of independence from students.	3.76	0.920	High
7	I feel stressed by the complexity of the subjects I need to learn.	3.71	0.987	High
8	I find it hard to balance schoolwork and extracurricular activities.	3.74	1.005	High
9	The level of detail required for senior high school assignments is high.	3.73	0.954	High
10	I often feel confused by the variety of concepts taught in different subjects.	3.69	0.980	High
11	The exams in senior high school are complex and require deep understanding.	3.72	0.962	High
12	The methods used to assess my learning in senior high school are complex.	3.67	0.984	High
13	I struggle to keep up with the fast pace of lessons in senior high school.	3.64	1.026	High
14	Too many school activities and requirements make it hard to focus on my studies.	3.79	0.968	High
15	I feel that senior high school courses require more effort than I can give.	3.75	0.955	High
16	I often have to ask for help to understand some of the topics taught in class.	3.69	0.959	High
17	The workload from senior high school is more demanding than I expected.	3.76	0.986	High
18	Senior high school requires me to think critically and solve complex problems.	3.83	0.930	High
19	The expectations from teachers in terms of academic performance are high and complex.	3.72	0.941	High
20	I have trouble tracking all the projects, tests, and activities in senior high school.	3.66	1.006	High

In complexity levels, the students generally acknowledged that the academic demands in Senior High School are significantly greater than their previous experiences. All items received ratings within the *"Agree"* range, with mean scores from 3.57 to 3.86. The highest-rated item was "*I find it challenging to manage the multiple assignments and deadlines in senior high school*" (M = 3.86), followed closely by "T*he subjects I am studying are more complex than what I learned in junior high school*" (M = 3.82). These results reflect that students feel the cognitive and workload demands are high, and they face difficulty balancing academic tasks, extracurricular activities, and comprehension of varied and complex subject content. This suggests that while students accept the increased difficulty of tasks, it contributes to academic stress and challenges in managing time and understanding in their endeavour.

Furthermore, the highest scored item implies that among all the indicators, task and time management pose the students' greatest challenge. The results is consistent with the studies that highlights how time pressure and the tasks volume can be overwhelming during transitions to educational higher levels (Zhou & Wang, 2021). This also indicates that the high cognitive demand needs to meet the various academic responsibilities that shows struggle to students in balancing workload which then leads to academic stress that is heightened and burnout. In the table above, the lowest mean score is 3.57 which refer to the item "The content covered in my senior high school classes is difficult to understand", this suggests that while students acknowledge the course content difficulty, they view it as more manageable compared to other challenges such as scheduling and workload. This highlights the improvements in the materials or strategies in teaching that help mitigate the complexity of the content (Torres & Bernardo, 2022). However, the high scores that are consistent across all items imply that difficulty in understanding involved the expectations, overall academic environment, assessment methods, and constraints of time. Overall, the results in this table underscore a significant concept that performance task- driver learning environments are beneficial in improving critical thinking but it causes stress to students when not matched with enough support systems (Salazar & Ramirez, 2023). Thus, high complexity may create deeper learning, there is still a need for interventions such as academic advising, effective time management, and support in emotional aspect.

Table 1.3

Influences of performance task- intensive learning environment in terms ofImplementation Structure

Item	Statement	Mean	SD	Interpretation
1	The school provides adequate physical resources for students (e.g., classrooms, laboratories).	3.73	0.961	High
2	The curriculum is well-structured and appropriate for senior high school students.	3.73	0.924	High
3	Teachers are well-prepared and qualified to teach their respective subjects.	3.72	0.939	High
4	The school leadership is effective in managing the implementation of the curriculum.	3.70	0.944	High
5	Students are provided with adequate extracurricular activities that support their academic growth.	3.67	0.956	High

6	The school facilities are safe and conducive to learning.	3.76	0.916	High
7	The school's technology infrastructure is sufficient for supporting digital learning.	3.74	0.939	High
8	The school administration communicates effectively with teachers regarding curriculum changes.	3.70	0.925	High
9	Teachers receive adequate professional development to enhance their teaching methods.	3.76	0.928	High
10	The school has a clear system for addressing student needs and concerns.	3.68	0.973	High
11	The school offers a variety of pathways for students, including academic, technical-vocational, and sports programs.	3.76	0.927	High
12	There are clear policies and guidelines regarding student discipline and behavior.	3.76	0.943	High
13	The school's implementation of senior high school programs aligns with the national educational standards.	3.77	0.941	High
14	Students have access to counseling services to support their academic and personal development.	3.76	0.942	High
15	The school actively involves parents and the community in the educational process.	3.73	0.942	High
16	The school promotes an inclusive environment for students of all backgrounds.	3.77	0.930	High
17	The school has a system for monitoring and evaluating the effectiveness of its teaching strategies.	3.78	0.943	High
18	The school provides opportunities for student leadership and involvement in decision-making.	3.74	0.933	High
19	The school administration is responsive to feedback from students and staff regarding the implementation process.	3.71	0.960	High
20	The overall environment of the school supports student success and well-being.	3.72	0.959	High

In the implementation structure of the school's academic programs show strong agreement, with mean scores ranging from 3.67 to 3.78. The results indicate that students view their school environment as organized and supportive. The highest-rated item, "*The school has a system for monitoring and evaluating the effectiveness of its teaching strategies*" (M = 3.78), reflects students' confidence in the school's quality assurance processes. Other high ratings were given to items such as access to inclusive education, professional development for teachers, and the availability of counselling services. These responses suggest that the students benefit from a well-structured educational system that promotes their success and overall well-being. Although the means did not reach the "Strongly Agree" level, the consistently high ratings show a stable and effective institutional framework. This finding aligns with the study conducted by Cruz and

Reyes (2020), who highlighted the role of systematic evaluation in maintaining the quality of teaching in performance-, based models of learning. Notably, aspects that relates to inclusivity also have a mean of 3.77, adherence to the standards of national M=3.77, and professional teachers' development M= 3.76 that also received high ratings in the data. These findings support the assertion of Lopez and Santiago (2020), who highlighted that a strong framework implementation in senior high school includes adequate training of teachers, policies that are inclusive, and alignment with the standards in education.

Furthermore, the physical resources provisions, technology infrastructure, and opportunities for extracurricular all received evaluations that are favourable. These areas are foundational to a learning environment that is task- intensive, as mentioned by Villanueva and Dizon (2020), who argued that rigor in academic must be supported by a physical that is conducive and technological environment. Despite none of the 20 items reaching "strongly agree" category, the consistency of overall high mean scores implies an organized and stable learning environment that is crucial for the success of performance task- based curricula that also demand active leadership, clear systems, and engage stakeholders (Gomez & Ramirez, 2020). Overall, the table findings suggest that that school have a solid framework that is structural to support the success of students. The emphasis on inclusivity, monitoring, and strategic communication further highlights the strength of the process of implementations. Continued refining and innovation could also improve the overall satisfaction and performance task- intensive programs outcomes.

Table 1.4

Influences of performance task- intensive learning environment in terms ofTask Frequency

Item	Statement	Mean	SD	Interpretation
1	I review my notes after class.	3.41	1.049	High
2	I complete my homework on time.	3.72	0.979	High
3	I attend extracurricular club meetings.	3.75	1.028	High
4	I prepare for upcoming exams in advance.	3.57	1.029	High
5	I participate in group discussions or activities during class.	3.85	0.968	High
6	I use online resources to support my learning.	3.90	0.935	High
7	I review the assigned chapters before class.	3.53	1.061	High
8	I collaborate with classmates on school projects.	3.94	0.949	High
9	I seek help from my teachers if I do not understand the lesson.	3.63	1.042	High
10	I participate in after-school review sessions or tutorials.	3.37	1.209	Moderate
11	I complete assignments ahead of the due date.	3.64	0.972	High

12	I engage in independent research for my projects or papers.	3.70	0.991	High
13	I engage in peer review sessions for assignments.	3.72	0.970	High
14	I take breaks between study sessions to refresh myself.	3.88	0.998	High
15	I organize my study schedule for the week.	3.57	1.085	High
16	I attend school events or sports activities outside of regular class hours.	3.70	1.042	High
17	I read academic articles or books related to my field of study.	3.48	1.108	High
18	I use my mobile device for academic purposes (e.g., research educational apps).	3.95	0.943	High
19	I meet with my teachers to discuss my academic progress.	3.48	1.114	High
20	I improve my skills outside the regular curriculum (e.g., learning new software).	3.68	1.016	High

The table above shows the influences of performance task- intensive learning environment in terms of task frequency that indicates that students are highly engaged in academic routines and extracurricular responsibilities, with mean scores ranging from 3.37 to 3.95. The highest-rated item was *"I use my mobile device for academic purposes (e.g., research, educational apps)"* (M = 3.95), followed closely by collaborative learning practices such as "*I collaborate with classmates on school projects*" (M = 3.94). This suggests strong peer interaction and digital engagement. However, items like *"I participate in after-school review sessions or tutorials"* received relatively lower ratings (M = 3.37), reflecting that fewer students are consistently participating in structured academic reinforcement activities outside class hours. In general, the findings demonstrate that students are actively engaged in task-related behaviours but might prioritize technology and peer collaboration learning over formal review sessions in school.

The results above align with the recent study that emphasize the increasing technology integration and learning that is collaborative in academic life of students. According to Lee and Martin (2021), digital tools enhance the student motivation significantly as well as in their engagement specifically when paired with collaboration of peer. Other studies also highlighted that students are more inclined to join in academic tasks that includes social interaction and mobile learning rather than traditional reinforcement of activities (Torres et al. 2022). This shift reflects the educational trends that are broader where student- centered approaches and technology- supported are becoming effective in maintaining the involvement of learners. Thus, the current data underscores the necessity for teachers to further include collaborative elements and digital activities into the academic support systems to better align with the needs of students and their evolving preferences in learning.

Table 1.5

Influences of performance task- intensive learning environment in terms ofTask FrequencyDeadline Patterns

Item	Statement	Mean	SD	Interpretation
1	I tend to procrastinate when given a task with a deadline.	3.78	0.991	High
2	I usually complete my assignments well before the deadline.	3.70	0.958	High
3	I feel stressed when a deadline is approaching.	3.89	1.039	High
4	I often find myself rushing to finish work at the last minute.	3.82	1.009	High
5	I plan my tasks to avoid missing deadlines.	3.69	1.026	High
6	I prioritize assignments based on their deadlines.	3.88	0.995	High
7	I often forget about deadlines until it's almost too late.	3.64	1.114	High
8	I have a good system for tracking all of my deadlines.	3.57	1.046	High
9	I feel motivated to work when a deadline is approaching.	3.76	1.017	High
10	I get overwhelmed by the number of tasks with overlapping deadlines.	3.93	1.002	High
11	I tend to work better under the pressure of a tight deadline.	3.72	1.064	High
12	I have trouble estimating how long it will take to complete a task before the deadline.	3.71	1.033	High
13	I feel more focused when I have a clear deadline for a task.	3.86	0.958	High
14	I regularly submit my assignments on time.	3.83	0.991	High
15	I avoid taking on too many tasks to prevent missing deadlines.	3.69	0.971	High
16	I often request deadline extensions for assignments.	3.48	1.068	High
17	I feel satisfied when I meet a deadline without stress.	3.97	0.974	High
18	I struggle to manage multiple deadlines at the same time.	3.80	1.017	High
19	I feel that my ability to meet deadlines has improved over time.	3.80	0.985	High
20	I usually ask for help if I feel like I might miss a deadline.	3.77	1.031	High

The result of this table shows both strong task completion habits and stress-related behaviours with the mean scores ranging from 3.48 to 3.97, with the highest-rated item being *"I feel satisfied when I meet a deadline without stress"* (M = 3.97). Other highly rated items, such as *"I get overwhelmed by the number of tasks with overlapping deadlines"* (M = 3.93) and "I feel stressed when a deadline is approaching" (M = 3.89), indicate that students often feel anxious despite successfully submitting tasks on time. These responses reveal that while students manage to meet academic deadlines, this often results in emotional strain, last-minute work, and time pressure. This suggests that the density and frequency of deadlines are perceived as demanding, and while students adapt, the stress associated with these patterns should not be overlooked.

Furthermore, these findings reveal that students can manage to meet the deadlines in academic aspects but it often results to strain in emotions, time pressure, and last- minute work. This highlights the frequency and density of deadlines are viewed as demanding and while they adapt to it, the stress includes with the recurring patters should not be overlooked by educators. Recent study supports this pattern, highlighting that the students also experienced heightened distress in psychological when faced with deadlines and also when their tasks performance are consistent (Lee & Kim, 2021). Moreover, this is supported by the study conducted by Nguyen and Tran (2022), which highlights the overlap of personal and academic responsibilities that amplifies stress that leads to reduced overall well-being and burnout. Thus, while strategies in time management may help students to meet the deadlines set by teachers and schools should also consider how to structure the assessments especially those that contributes to stress in chronic among students.

Research Question 2. *What are the effects of performance task-intensive learning environments on students' well-being, particularly in terms of:*

2.1 Mental well-being

2.2 Academic well-being

2.3 Social Well-being

2. 4 Self- Esteem

2. 5 Physical Well- being?

The survey questionnaire elicited high rank scores from the participants. In order to determine the effects of performance task-intensive learning environments on students' well-being, mean was used. The average of the rank scores in each item were calculated and interpreted using the frequency, percentage, and ranges.

Table 2.1

Effects of performance task- intensive learning environments on students' well- being in terms of Mental Well Being

Item	Statement	Mean	SD	Interpretation
1	I feel that my life has a sense of direction and purpose.	3.72	1.095	High
2	I feel optimistic about my future.	3.69	1.055	High
3	I feel able to face challenges in my daily life.	3.74	1.059	High
4	I am confident in my ability to manage difficult situations.	3.60	1.085	High
5	I feel that I am achieving my personal goals	3.58	1.078	High
6	I feel calm and relaxed most of the time.	3.50	1.166	High
7	I feel emotionally balanced.	3.33	1.174	Moderate
8	I can maintain healthy relationships with others.	3.64	1.048	High
9	I feel that my life is meaningful.	3.64	1.131	High
10	I am content with the level of social support I have.	3.66	1.074	High
11	I find it easy to express my feelings.	3.24	1.242	High
12	I have a strong sense of belonging in my community or school.	3.52	1.092	High
13	I enjoy activities that promote relaxation or calmness.	3.85	1.104	High
14	I feel I am a valued member of my family/friends/school	3.61	1.108	High
15	I feel physically healthy.	3.38	1.211	Moderate
16	I can manage stress effectively.	3.30	1.199	Moderate
17	I feel happy with my overall mental health.	3.29	1.197	Moderate
18	I feel mentally resilient when faced with adversity	3.46	1.122	High
19	I feel that I can relax and unwind during my free time.	3.63	1.173	High
20	I feel confident in my ability to cope with stress and setbacks.	3.50	1.148	High

Majority of the items have a mean rank score which are higher than 3.40, thus are interpreted to be 'Agree'. Items 7, 11, 15, 16, and 17, however, go lower than the benchmark, falling under the interpretation of 'neutral'. Since this research aims to determine academic pressure by exploring the students' well-being in a performance task-intensive learning environment, the responses lean toward a positive connotation of the 'mental well-being' of the students.

The findings from the table suggest that students view themselves as goal- oriented and capable of having stability in their emotions as well as management of stress that may be compromised under the pressure in academics. According to Martinez and Reyes (2020), prolonged exposure to having numerous performance tasks can result to emotional strain since they adopt a fragile coping. Moreover, although the data indicates positive interpretation, there is

a clear indication that stress are hidden and there is fluctuating in emotional aspects that needs attentions by school to provide support strategies in their mental health.

Table 2.2

Effects of performance task- intensive learning environments on students' well- being in terms of Academic Well Being

Item	Statement	Mean	SD	Interpretation
1	I feel confident in my ability to complete academic tasks successfully.	3.57	1.032	High
2	I am satisfied with the quality of my schoolwork.	3.45	1.064	High
3	I feel motivated to participate actively in my classes.	3.46	1.073	High
4	I manage my time effectively to balance academic and personal responsibilities.	3.45	1.088	High
5	I experience a sense of accomplishment when I finish academic assignments.	3.75	1.028	High
6	I feel stressed due to the pressure of academic performance.	3.88	1.052	High
7	I am satisfied with my current academic performance.	3.38	1.161	Moderate
8	I believe my teachers provide clear and helpful instructions.	3.69	0.994	High
9	I often feel overwhelmed by the amount of schoolwork I have to complete.	3.91	1.044	High
10	I feel supported by my friends in my academic endeavors	3.69	1.023	High
11	I believe I can achieve my academic goals	3.66	1.059	High
12	I feel that my school environment fosters my academic growth.	3.66	1.024	High
13	I find it difficult to focus on my studies due to distractions.	3.75	1.027	High
14	I have a healthy work-life balance that allows for both academic success and personal well-being.	3.48	1.092	High
15	I feel proud of my academic achievements.	3.51	1.135	High
16	I often feel anxious about upcoming tests or exams.	3.74	1.094	High
17	I receive enough feedback from my teachers to improve my academic performance.	3.54	1.041	High
18	I feel that my academic workload is manageable.	3.43	1.096	High
19	I feel that my academic performance reflects my true abilities.	3.61	1.066	High
20	I have the necessary academic resources (e.g., study materials and support systems).	3.64	1.021	High

The analysis of academic well-being signifies that the students' well-being in terms of academic dimensions is low, with mean scores ranging from 3.38 to 3.91. The highest-rated item was *"I often feel overwhelmed by the amount of schoolwork I have to complete."* (M = 3.91),

followed closely by academic pressure such as "*I feel stressed due to the pressure of academic performance.*" (M = 3.88). This suggests the students are overwhelmed and pressured by the amount of school work and their performance. However, items like *"I am satisfied with my current academic performance."* received relatively lower ratings (M = 3.38), reflecting that fewer students are satisfied in their current academic performance for the school year 2024-2025. In general, the findings demonstrate that students' well-being in terms of academic dimensions are low considering the amount of schoolwork and pressure felt by the students in terms of their academic performance at school.

In addition, these results are consistent with recent studies indicating concerns that are increasing around the academic well- being of students. A study conducted by Liu et al. (2021), emphasized that stress in academics and workload are important contributors to the emotional exhaustion of students and reduced satisfaction with their performance in academics. It also implies that students often feel drained emotionally when demands in academic exceed with their coping capacities. The relatively low satisfaction levels highlighted a correlation between poor perceived academic achievement and low academic well- being (Korhonen et al. 2020). These findings also suggest that there is a need for interventions and innovations to support the well-being of students.

Table 2.3

Effects of performance task- intensive learning environments on students' well- being in terms of Social Well Being

Item	Statement	Mean	SD	Interpretation
1	I feel a sense of belonging in my school	3.58	1.025	High
2	I have supportive friendships that I can rely on	3.80	1.025	High
3	I feel accepted by my classmates.	3.66	1.011	High
4	I have someone I can talk to when I face personal issues.	3.65	1.120	High
5	I am often involved in group activities or projects at school.	3.78	1.017	High
6	I feel respected by my peers in school.	3.69	1.033	High
7	I have a positive relationship with my teachers	3.80	0.969	High
8	I feel that I contribute positively to my school community.	3.68	1.031	High
9	I am satisfied with the opportunities for social interaction at school	3.72	1.016	High
10	I feel that others value my opinions in my school.	3.64	1.014	High
11	I feel comfortable participating in school events and extracurricular activities.	3.61	1.079	High
12	I often engage in social activities with friends outside of school.	3.66	1.062	High
13	I feel that my school promotes positive relationships among students.	3.70	0.994	High
14	I can access counseling or support services when needed	3.62	1.068	High

15	My school environment includes all students, regardless of their differences.	3.81	1.009	High
16	I feel confident in my ability to maintain healthy social relationships	3.65	1.027	High
17	I can resolve conflicts with my peers healthily.	3.68	1.015	High
18	I feel I am part of a community within my school.	3.65	1.046	High
19	I can easily make new friends at school.	3.56	1.095	High
20	I feel I am treated equally by my peers at school.	3.66	1.037	High

The result of this table indicates that social well-being of the students is high, with mean scores ranging from 3.56 to 3.81. The highest-rated item was *"I often feel overwhelmed by the amount of schoolwork I have to complete."* (M = 3.91), followed closely by academic pressure such as "*My school environment includes all students, regardless of their differences.*" (M = 3.81). Other related statements such as, *"I have supportive friendships that I can rely on."* (M = 3.80) and *"I have a positive relationship with my teachers."* (M = 3.80)indicates a positive school culture that keeps the students well-being in terms of social dimensions high. Despite the responses of the students, items like *"I can easily make new friends at school."* received relatively lower ratings (M = 3.56), reflecting that there are still students who are struggling in socializing with others and establishing new connections and friends. In general, the findings demonstrate that students' well-being in terms of social dimensions are high considering the school provides enough safe space for them to socialize and have emotional support to the students through their teachers and fellow students.

Moreover, the findings are supported by recent studies emphasizing the significance of supportive school environments and relationships among peer in promoting the social well-beings of students. According to Allen et al, (2021), positive teacher- student relationship and strong peer connections significantly contribute to a students' sense of emotional stability and belonging within the context of school. On the other hand, the relatively lower score on making new friends noted that initiating new relationship to other students are challenging especially in a diverse settings of schools (Garcia- Moya et al. 2020). Overall, the findings reinforce the idea that emotionally supportive school climates are important in building social well- being among students in school to have inclusivity and support in emotional aspects.

Table 2.4

Effects of performance task- intensive learning environments on students' well- being in terms of Self-Esteem

Item	Statement	Mean	SD	Interpretations
1	I feel that I am a person of worth, at least on an equal plane with others.	3.57	1.061	High
2	I feel that I have several good qualities.	3.57	1.030	High
3	I can do things as well as most other people	3.57	1.029	High
4	I feel I do not have much to be proud of	3.55	1.073	High
5	I am a person of value and deserve respect from others.	3.72	1.005	High
6	I feel that I am a failure	3.50	1.104	High

7	I feel that I am as worthy as others	3.57	1.038	High
8	I take a positive attitude toward myself	3.56	1.057	High
9	I feel insecure about my abilities.	3.63	1.101	High
10	I believe I am a capable person.	3.58	1.042	High
11	I am generally satisfied with myself.	3.47	1.100	High
12	I wish I could have more respect for myself.	3.75	1.012	High
13	I feel like I am an important person.	3.50	1.093	High
14	I often feel like I am not good enough.	3.71	1.054	High
15	I believe I am a valuable individual.	3.57	1.053	High
16	I am content with the person I am.	3.51	1.071	High
17	I believe I am capable	3.58	1.026	High
18	I often doubt my abilities.	3.75	1.039	High
19	I generally feel positive about my appearance.	3.44	1.087	High
20	I feel ashamed of who I am	3.37	1.167	Moderate

The table above signifies that the self-esteem of the students is relatively low, with mean scores ranging from 3.37 to 3.75. The highest-rated item was *"I wish I could have more respect for myself."* (M = 3.75), followed by self-doubt such as "*I often doubt my abilities.*" (M = 3.75). Other related statements such as, *"I often feel like I am not good enough."* (M = 3.71) and *"I am a person of value and deserve respect from others."* (M = 3.72)indicates that most of the students doubted their abilities in performing academic tasks or schoolwork. Despite the responses of the students, items like *"I feel ashamed of who I am."* received relatively lower ratings (M = 3.37), reflecting that most of the students do not feel ashamed of who they are. In general, the findings demonstrate that students' self-esteem is quite low, having high responses from statements that has negative connotations.

These results align with the recent studies that highlight concerns that are growing about low self-esteem among students specifically in the settings of academic. According to Orth and Robins (2022), adolescence is a period that is critical in self- concept development and also negative experiences in academic often contributes to diminished self- worth and self- doubt. The results are supported in the study conducted by Zeigler- Hill et al. (2020), who highlighted that students frequently internalize their struggles in academic that leads to inadequacy feeling. On the other hand, the lower mean score for feeling ashamed implies that some resilience in identity of personal and the overall pattern that reflects students' vulnerability in their self-perception. This highlights the need for interventions in building programs of self- esteem and strategies for positive reinforcement that will help students to acknowledge their value beyond their performances in academic.

Table 2.5

Effects of performance task- intensive learning environments on students' well- being in terms of Physical Well Being

Item	Statement	Mean	SD	Interpretation
1	I feel physically healthy most of the time.	3.36	1.109	Moderate
2	I engage in physical exercise at least 3 times a week.	3.25	1.179	Moderate
3	I get enough sleep on most nights.	3.15	1.251	Moderate

4	I feel energetic throughout the day.	3.28	1.171	Moderate
5	I have a healthy and balanced diet.	3.22	1.160	Moderate
6	I rarely experience fatigue or exhaustion.	3.29	1.186	Moderate
7	I regularly stretch or do flexibility exercises.	3.40	1.112	Moderate
8	I maintain a healthy weight for my age and height.	3.39	1.117	Moderate
9	I drink enough water daily.	3.54	1.084	High
10	I avoid junk food or processed snacks regularly.	3.35	1.148	Moderate
11	I feel that I have good endurance during physical activities.	3.35	1.129	Moderate
12	I have no difficulty walking or climbing stairs.	3.63	1.085	High
13	I regularly take part in physical education classes or sports activities.	3.60	1.091	High
14	I make time for outdoor activities such as walking or cycling.	3.52	1.090	High
15	I manage stress through physical activities, such as exercising or stretching.	3.43	1.117	High
16	I rarely experience headaches or body aches	3.34	1.197	Moderate
17	I avoid smoking or exposure to second-hand smoke.	3.91	1.085	High
18	I regularly check my health with medical professionals	3.28	1.196	Moderate
19	I feel confident in my ability to perform physically demanding tasks.	3.51	1.104	High
20	I maintain good posture throughout the day.	3.38	1.162	Moderate

The analysis of the well-being of the student in terms of physical dimensions signifies that the physical well-being of the student is low, with mean scores ranging from 3.15 to 3.91. The highest-rated item was *"I avoid smoking or exposure to second-hand smoke."* (M = 3.91), However, most of the remaining items like *"I get enough sleep on most nights."* received relatively lower ratings (M = 3.15), reflecting that most of the students are struggling in maintaining a healthy lifestyle supported with the statement *"I engage in physical exercise at least 3 times a week."* having poor physical conditions and lifestyle. In general, the findings demonstrate that students' well-being in terms of physical dimensions is low considering the responses are leaning towards statements that have negative connotations.

Moreover, these results are supported by recent study indicating that many students' experiences challenges in maintaining the healthy habits for physical that also affects the overall well- being. According to Inchley (2020), adolescents across different contexts report irregular physical activity, not enough sleep, and poor habits in dietary that directly links to outcomes in mental health. However, the ratings that are low on sleep and exercise show a broader pattern observed by Hagger et al. (2020), which highlighted the impact of pressures in academic and screen time on the physical routines of students. These findings suggests that it is a necessity for schools to promote education in health programs that focus not only on avoiding the behaviours that are harmful but also on promoting positive daily habits such as regular physical activity, balanced nutrition, and sleep patterns.

Research Question 3. *Is there a significant relationship in students' well-being based on varying performance levels in task-intensive learning environments?*

Table 3.1

Student's Well-Being Linear Regression Result

Variable	Estimate	t	p
Task-Intensive Learning Environment	0.922	33.08	<.001

Note: $R = 0.80$ *Adjusted* $R^2 = 0.64$ $F(1, 619) = 1094$ $P < 0.001$

The table above shows the result of the linear regression test on the data which signifies that the relationship of the students well-being and task-intensive learning environment is very strong ($R = 0.80$). As the data show in table 3.1, in every one (1) unit increase of the task-intensive learning environment there is a corresponding increase of 0.92 to the student's well-being. Additionally, the relationship is very strong ($R = 0.80$) where 64% variation of the students' well-being is explained by the task-intensive learning environment.

Furthermore, considering that pressure in academics often correlates with stress but these findings are supported on the study conducted by Pekrun and Perry (2020), highlights that well-structured in environments in academic are characterized by consistent feedback, clear goals, and tasks that are engaging can improve the students' competence sense and motivation in academics that support overall well- being. This aligns with the findings that challenge in academic when scaffold appropriately will contributes positively to the academic and personal development.

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study explored the impact of performance task- intensive learning environments on the senior high school students' well- being using a descriptive- correlational design. The study showed a significant relationship between the performance tasks and different dimensions of well- being of students specifically social, mental, and physical, showing that performance tasks are significant for evaluation in academics since their pressure and high frequency can lead to increased anxiety, stress, and emotional strain. The results underscore the necessity for an educational approach that is balanced that maintains the rigor in academic while prioritizing the wellness of students since deadlines that are overlapping and pressure in academic negatively affect the academic performance, mental health, and social relationship. Consequently, this research recommends educational reforms that compose of revising the structures of assessments to minimize the conflicts of deadline, offering clear goals, consistent feedback, enough time for completion of tasks, and providing workshops for time management and support for mental health. These measures require collaboration among future researchers, educators, and administrators to build a holistic and meaningful academic environment that supports well- being and performances of the students.

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