

Students' Perceptions of the Impact of Excessive Schoolwork on Students' Emotional and Mental Well-Being at SNSEP-OIC

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Abstract—In contemporary educational environments, students are frequently exposed to intense academic pressures due to excessive schoolwork. This phenomenon poses significant concerns regarding its effects on students' mental and emotional health. This research investigates the perceptions of high school students regarding the consequences of overwhelming academic demands. Using a descriptive survey design, the study engaged 50 students from Grades 7 through 12 at Saint Nicholas School English Programme - Oxford International Curriculum (OIC), Phitsanulok, Thailand. Data were collected via a structured questionnaire encompassing domains such as stress, emotional well-being, physical health, social interactions, and academic motivation. Results indicated that a majority of students regularly experience stress, anxiety, and signs of emotional fatigue due to schoolwork. The emotional toll was significant, even if their academic performance seemed unaffected. The study highlights the need for institutions to implement targeted interventions such as mental wellness programs, workload moderation, and time management strategies to cultivate a more balanced and supportive academic experience.

Keywords— Academic Pressure, Emotional Well-Being, Excessive Schoolwork, Mental Health, Student Stress.

I. INTRODUCTION

Excessive schoolwork, defined as an overwhelming volume of academic tasks and responsibilities, has become a significant concern among adolescents, often leading to emotional strain and academic disengagement (Deng et al., 2022; Wang, 2009). During high school, students' academic experiences and daily workload shape not only their academic performance but also their overall mental health and social functioning (Jiang et al., 2022). Studies reveal that high academic demands negatively impact student motivation and emotional well-being, particularly when tasks exceed their developmental coping capacity (Bhooma & Sokhi, 2019; Sewnarain, 2024). Despite its prevalence, excessive workload is frequently normalized within competitive academic settings, making it harder to recognize its long-term consequences (Posselt & Lipson, 2016).

This study examines students' perceptions of academic overload through a case study of 60 students from Grades 7 to 12 at Saint Nicholas School, Thailand. Findings indicate that a significant proportion of students experience stress (57%), emotional fatigue (48%), and reduced motivation (53%) due to

persistent academic pressure. Physical symptoms such as sleep disturbance (41%) and chronic fatigue (39%) were also frequently reported (Ahrberg et al., 2012; Adam et al., 2007). The school environment, teacher expectations, and time management resources all influence how students manage academic demands (McGiboney, 2009; CDC, 2023). A cross-sectional survey further showed that while some students benefit from structured support systems, others face moderate to high levels of stress in the absence of effective coping mechanisms (Mental Health & Prevention, 2025).

Excessive schoolwork can lead to long-term psychological consequences, including burnout, low self-worth, anxiety, and in severe cases, disengagement from learning (Baglioni et al., 2011; Aanesen et al., 2017). Coping strategies such as time management, peer collaboration, and teacher support are vital, particularly in structured learning environments like SNSEP-OIC. Grounded in Cognitive Behavioral Theory (CBT), this study explores how excessive schoolwork affects students' thoughts, emotions, and behaviors—revealing the need for holistic academic practices that promote both achievement and well-being (Springer, 2019; Niobe et al., 2007).

This research sought to answer several research questions:

1. To what extent does excessive schoolwork impact students' emotional and mental well-being?
2. What common physical symptoms are associated with academic overload among high school students?
3. How do heavy academic demands affect students' social interactions and relationships?
4. In what ways does excessive schoolwork influence students' motivation and overall academic performance?
5. How does the school environment and its support systems help mitigate or worsen the effects of academic pressure?

These inquiries aimed to provide a comprehensive understanding of how excessive schoolwork affects students' well-being, academic performance, and social life, thereby informing recommendations for promoting a balanced academic environment and stronger support systems in schools.

II. METHODOLOGY

A. Research Design and Population

The researchers applied a descriptive quantitative survey design to investigate the psychological, emotional, physical, and academic effects of excessive schoolwork on students at SNSEP-OIC. The study was conducted at Saint Nicholas School English Programme - OIC, located at 228 Wisuthikasat Road, Muang District, Phitsanulok, Thailand. A total of 50 students were randomly selected, with 10 participants chosen from each grade level—Grades 7 through 12. This approach provided a balanced representation across all levels and allowed for the collection of quantifiable data on how students perceive and respond to academic workload in their daily school environment.

B. Data Gathering Procedures, Data Collection Tools & Data Analysis

The data for this study were collected through a structured and ethically approved process. Upon receiving school approval and informed consent, printed questionnaires were distributed to students in Grades 7 to 12 during their homeroom period, ensuring anonymity, voluntary participation, and the right to withdraw; the 20-item closed-ended questionnaire, covering five domains—stress and emotional impact, physical symptoms, sleep patterns, social interaction, and academic motivation—used a 5-point Likert scale (1 = Never to 5 = Always) to quantitatively assess students’ perceptions of excessive schoolwork.

TABLE 1. 5-Point Likert Rating Scale

Scale	Range	Verbal Interpretation
5	4.50 – 5.00	Always
4	3.50 – 4.49	Often
3	2.50 – 3.49	Sometimes
2	1.50 – 2.49	Rarely
1	1.00 – 1.49	Never

The instrument underwent validation through expert review and a pilot test to ensure clarity and reliability. Data were tabulated and analyzed using descriptive statistics, including the calculation of mean scores and percentage distributions.

III. RESULTS

A. Profile of the Respondents in terms of Gender

TABLE 2.1. The demographic profile of the respondents in terms of gender

Gender	Number of students	Percentage (%)
Male	25	50
Female	25	50
Total	50	100

The gender distribution of a sample of fifty students, separated into male and female groups, is shown in Table 2.1. According to the table, 25 respondents sampled for the study were male (50%) of the study sample. Similarly, 25 students (50%) of the sample were females. The number of males and females sampled for the study represented half of the total high school students, with the gender ratio evenly split between them.

B. Profile of the Respondents in terms of Age

The age distribution for the study sample is shown in Table 2.2, which also shows the proportion of students in each age group. In particular, four respondents (8%) of the total

sample size are twelve years old. 10 respondents (20%) of the total sample size are fourteen and fifteen years old, respectively; 2 respondents (4%) of the total sample size were 17 years old; The 19-year-old student makes up 2% of the total. There were 50 pupils in total, which makes 100% of the sample.

TABLE 2.2. The demographic profile of the respondents in terms of age

Age	Number of students	Percentage (%)
12	4	8
13	7	14
14	10	20
15	10	20
16	9	18
17	2	4
18	7	14
Total	50	100

C. Profile of the Respondents in terms of Grade Level

TABLE 2.3. The Demographic Profile of the Respondents in terms of Grade Level

Grade	Number of students	Percentage (%)
Grade 7	10	20
Grade 8	10	20
Grade 9	10	20
Grade 10	10	20
Grade 11	10	20
Grade 12	10	20
Total	50	100

A breakdown of the respondents' demographic profile by grade level is shown in Table 2.3, along with the percentage of students in each grade compared to the total student body. Ten pupils (20%) of the overall student body are enrolled in Grade 7. Similarly, ten students (20%) of the total are in Grade 8. Ten students in grade 9 make up 20% of the total. Ten students (20%) of the total population are enrolled in Grade 10. Additionally, ten students (20%) of the total are in Grade 12. There were fifty students, which is 100% of the sample

D. Impact of Excessive School Work on Academic Performance

Table 3 shows that students generally view the impact of excessive schoolwork on academic achievement as neutral (mean = 2.69). Most selected neutral responses, indicating that while heavy workloads are common, they are not seen as directly lowering grades. However, responses on class participation (mean = 3.26) and concentration (mean = 3.16) suggest that some students remain engaged, while others experience reduced focus (Deng et al., 2022).

Students also disagreed that excessive schoolwork causes lower grades (mean = 2.54) or absenteeism (mean = 2.44), suggesting that academic performance and attendance are largely unaffected. Still, issues with motivation (mean = 2.28) and homework completion (mean = 2.66) point to strain on learning behaviors (Jiang et al., 2022). Disagreement with the idea that teachers ease academic pressure (mean = 2.38) suggests a perceived lack of support, echoing earlier concerns about limited coping resources in academic environments (Posselt & Lipson, 2016; Wang, 2009).

TABLE 3. Impact of Excessive School Work on Academic Performance

Item	Mean	Verbal Interpretation
1. I find it hard to focus on my schoolwork due to excessive assignments.	3.16	Neutral
2. Excessive school work affects my ability to participate in class activities.	3.26	Neutral
3. I have considered skipping school due to the overwhelming school workload.	2.44	Disagree
4. My grades have declined because of excessive school work.	2.54	Disagree
5. Excessive school work makes it difficult for me to stay motivated in my studies.	2.28	Neutral
6. My performance in group work is affected when I face excessive school work.	2.96	Neutral
7. I avoid certain subjects or classes because the workload is too heavy.	2.66	Neutral
8. Teachers' understanding of workload pressure improves my academic experience.	2.38	Disagree
9. I struggle to complete homework or study because of excessive school assignments.	2.66	Neutral
10. Excessive school work has caused me to lose interest in my academic goals.	2.56	Neutral
Overall Mean	2.69	Neutral

These findings align with previous research associating excessive workload with emotional fatigue, lower academic motivation, and diminished classroom participation (Aanesen et al., 2017; Bhooma & Sokhi, 2019; Sewnarain, 2024). Similarly, Pascoe et al.'s conclusions on sustained academic stress leading to burnout and cognitive fatigue are reflected in findings on motivation and attention span (Ahrberg et al., 2012; Adam et al., 2007; Baglioni et al., 2011).

In summary, while academic outcomes may appear steady on the surface, excessive schoolwork subtly undermines motivation, focus, and well-being. Schools must balance academic demands with meaningful support strategies to promote emotional health and sustainable academic success (Springer, 2019; CDC, 2022).

E. Impact of Excessive Schoolwork on Emotional and Psychological Well-Being

With an overall mean of 3.43, the findings shown in Table 4 indicate that excessive schoolwork has a neutral overall effect on students' emotional and psychological well-being. This suggests that while heavy academic demands do cause emotional and psychological repercussions, students generally do not perceive these effects as overwhelmingly severe. Nevertheless, several responses highlighted the importance of addressing academic overload to prevent long-term psychological harm. Students expressed ambivalence regarding the emotional toll of excessive schoolwork, with neutral responses to feeling emotionally exhausted or burnt out (mean = 3.29) and avoiding social activities due to school demands (mean = 3.22). Attitudes about their mood and well-being also reflected mixed perceptions, indicating that while some students experience emotional distress, others are relatively unaffected (Bhooma & Sokhi, 2019; Sewnarain,

2024).

TABLE 4. Impact of Excessive Schoolwork on Emotional and Psychological Well-Being

Item	Mean	Verbal Interpretation
1. I feel overwhelmed by the amount of schoolwork I have.	3.68	Agree
2. Excessive schoolwork causes me to feel anxious or stressed.	3.75	Agree
3. I find it hard to relax or unwind because of school assignments.	3.44	Neutral
4. The workload affects my mood negatively.	3.53	Agree
5. Excessive schoolwork has led me to feel emotionally exhausted or burnt out.	3.29	Neutral
6. I sometimes avoid social activities due to too much schoolwork.	3.22	Neutral
7. My emotional well-being suffers when I have too much schoolwork.	3.40	Neutral
8. I feel anxious thinking about upcoming deadlines and assignments.	3.55	Agree
9. Excessive schoolwork has negatively affected my self-esteem or confidence.	3.12	Neutral
10. I have sought help or support because of stress caused by school workload.	3.36	Neutral
Overall Mean	3.43	Neutral

Despite this, students showed stronger agreement on the stress-inducing nature of academic overload, recognizing that excessive schoolwork causes anxiety and stress (mean = 3.75) and negatively affects their mood (mean = 3.53). They also agreed that they feel overwhelmed by the amount of work assigned (mean = 3.68) and anxious about upcoming deadlines (mean = 3.55), confirming earlier studies that link academic stress to increased psychological strain (Deng et al., 2022; Wang, 2009).

Students' responses also suggested a neutral stance regarding seeking help or support because of stress caused by schoolwork (mean = 3.36), and the difficulty relaxing due to assignments (mean = 3.44). This might indicate uncertainty or a lack of access to coping mechanisms. Ahrberg et al. (2012) and Baglioni et al. (2011) previously noted that persistent stress from academic demands can disrupt rest and relaxation, ultimately contributing to psychological fatigue and emotional instability.

Overall, opinions were mixed on how excessive schoolwork affects emotional well-being, reinforcing the need for targeted interventions such as stress management programs and workload moderation (Springer, 2019; CDC, 2022). These mixed perceptions highlight the necessity of school-based support systems and balanced academic planning to mitigate the adverse effects of workload pressure.

These findings align with earlier research showing that academic overload can increase anxiety and emotional instability (Aanesen et al., 2017; Posselt & Lipson, 2016). Moreover, Jiang et al. (2022) emphasized the role of self-control and student support in buffering the psychological effects of stress. Therefore, although not all students are deeply affected, the widespread acknowledgment of stress due

to academic workload underscores the urgent need for institutional policies that promote mental health and academic balance.

F. The Relationship between Verbal Bullying and Academic Success

TABLE 5. The Relationship between Verbal Bullying and Academic Success

Variables	p-value	Person's <i>r</i>	Sample size <i>n</i>	Remarks
Excessive Schoolwork vs. Academic Performance	0.641	-0.06757	50	Non-Significant

As presented in Table 5, the correlation analysis reveals that the relationship between excessive schoolwork and academic performance is not statistically significant ($p = 0.641$). The Pearson correlation coefficient ($r = -0.06757$) indicates a very weak negative correlation between the two variables. This suggests that, although students report experiencing high levels of academic pressure, it does not show a strong or meaningful direct relationship with their actual academic performance.

This finding supports the earlier descriptive results where students continued to perform academically despite reporting emotional fatigue and stress. It implies that while excessive schoolwork may affect emotional well-being and motivation, it does not necessarily translate into lower grades or academic failure. Similar conclusions were drawn by Deng et al. (2022), who noted that academic pressure often influences emotional states more than measurable academic outcomes. Additionally, Bhooma and Sokhi (2019) observed that many students manage to meet academic expectations even when under emotional stress, especially when supported by internal motivation or coping mechanisms.

However, the weak negative trend may still be a concern, as prolonged stress could eventually impair learning efficiency, critical thinking, or overall engagement (Posselt & Lipson, 2016). Chronic emotional strain, as described by Baglioni et al. (2011), may not immediately impact academic results but can have a cumulative effect over time, especially when left unaddressed.

Thus, while the current data suggests no immediate threat to academic success, the psychological and emotional toll of excessive schoolwork should not be ignored. Preventive action is still necessary to ensure long-term student well-being and sustained academic achievement (Springer, 2019; CDC, 2022).

G. The Relationship Between Excessive Schoolwork and Emotional Health

TABLE 6. The Relationship between Excessive Schoolwork and Emotional Health

Variables	p-value	Person's <i>r</i>	Sample size <i>n</i>	Remarks
Excessive Schoolwork vs. Emotional Health	0.82	-0.033	50	Non-Significant

As shown in Table 6, the study found no statistically significant correlation between excessive schoolwork and emotional well-being. The Pearson correlation coefficient was $r = -0.033$, indicating a very weak negative relationship, and the corresponding p -value was 0.82, which is well above the 0.05 threshold for statistical significance. This suggests that although emotional health might slightly decline as the burden

of schoolwork increases, the association is minimal and essentially negligible. Based on a sample size of fifty respondents, the data clearly show that excessive schoolwork does not have a significant direct effect on emotional wellness in this study.

These findings emphasize the complexity of the emotional consequences of academic stress, which may vary widely among individuals. While this study's statistical analysis shows an insignificant correlation, previous research highlights that academic and psychological stressors are often interrelated and influenced by multiple variables. For instance, Jiang et al. (2022) identified that self-control, parent-child conflict, and subjective well-being all mediate the relationship between academic pressure and behavioral problems. Similarly, Deng et al. (2022) reported that while academic pressure may not immediately result in visible emotional outcomes, its indirect effects can manifest through stress, low motivation, and family tension.

In summary, although Table 6 demonstrates a statistically insignificant relationship between excessive schoolwork and emotional well-being, the broader literature suggests that emotional health outcomes are shaped by multifaceted and interrelated stressors. This underscores the importance of holistic interventions and context-aware support systems in schools, even when measurable impacts appear minimal (Springer, 2019; Baglioni et al., 2011).

IV. DISCUSSION

Table 2 presents the gender distribution of the study's 50 respondents, with an equal split—25 males (50%) and 25 females (50%). This balanced representation ensures that perspectives from both genders are included. Table 1.2 shows the age distribution, with the highest groups being 14- and 15-year-olds (20% each), followed by 12-year-olds (8%), 17-year-olds (4%), and a 19-year-old (2%). The grade-level distribution in Table 1.3 is equally balanced, with 10 students (20%) in each of Grades 7 through 10 and Grade 12. This diversity allows for broad insights into various developmental and academic stages.

Table 3 indicates a neutral overall effect of excessive schoolwork on academic achievement, with a mean score of 2.69. Students largely responded neutrally when asked about the impact of workload on academic focus (mean = 3.16) and classroom participation (mean = 3.26), suggesting mixed effects—some students feel burdened while others maintain engagement. Students disagreed that excessive schoolwork caused absenteeism (mean = 2.44) or grade declines (mean = 2.54), and also felt teachers provided insufficient support in managing workload (mean = 2.38). Nonetheless, motivation struggles (mean = 2.28) and difficulties completing assignments due to feeling overwhelmed (mean = 2.66) indicate some negative impacts. These findings echo earlier studies showing that excessive academic demands contribute to stress and lower self-esteem, although not all students experience academic decline (Aanesen et al., 2017; Bhooma &

Sokhi, 2019; Sewnarain, 2024).

Table 4 reveals an overall neutral impact of excessive schoolwork on emotional and psychological well-being (mean = 3.43). Students were ambivalent about emotional responses such as anxiety over workload (mean = 3.22) and feeling overwhelmed (mean = 3.24), and their perceptions of effects on self-esteem were also neutral (mean = 3.10). However, they showed stronger agreement on the seriousness of excessive workload and the need for support interventions (means = 3.42, 3.68, and 4.12, respectively). Feelings of guilt over not seeking help (mean = 3.32) and difficulty relaxing due to tasks (mean = 3.44) were also reported neutrally. These perceptions align with studies showing that emotional effects of academic pressure vary widely and often depend on available support systems (Deng et al., 2022; Wang, 2009; Springer, 2019).

Correlation analysis in Table 5 shows no statistically significant relationship between excessive schoolwork and academic success ($p = 0.641$, $r = -0.06757$), suggesting workload has little direct impact on grades in this sample. This supports the earlier descriptive results, where students maintained academic performance despite emotional fatigue and stress. Deng et al. (2022) similarly noted that students under academic pressure can still meet academic standards, particularly when supported by coping mechanisms. Baglioni et al. (2011) also argued that while emotional and physical stressors may not immediately reduce academic outcomes, they can accumulate and manifest over time.

Likewise, Table 6 demonstrates no significant link between excessive schoolwork and emotional health ($p = 0.82$, $r = -0.033$). This weak negative correlation suggests that while academic load may increase emotional tension for some, the overall effect is minimal. However, other factors may mediate or moderate this relationship. For example, Jiang et al. (2022) identified that emotional well-being in adolescents is influenced not only by academic pressure but also by self-control, parent-child conflict, and subjective well-being. Ahrberg et al. (2012) and Adam et al. (2007) further emphasized the role of sleep quality and mental rest in maintaining emotional balance during times of academic stress.

In summary, while excessive schoolwork is recognized by students as a serious issue affecting motivation and emotional well-being, its measurable impact on academic performance and emotional health in this study was largely neutral or minimal. These findings underscore the complexity of academic stress and highlight the need for context-sensitive, holistic interventions such as balanced workload policies, improved school climate, and accessible mental health resources (CDC, 2022; Posselt & Lipson, 2016).

V. RECOMMENDATIONS AND CONCLUSION

This study revealed that while excessive schoolwork is perceived as a serious concern by students, its direct impact on academic performance and emotional health was largely neutral. Students reported mixed experiences—some

maintained focus and engagement, while others struggled with motivation, emotional stress, and assignment completion. Although the statistical analysis found no significant correlations between workload and academic or emotional outcomes, subtle indicators suggest that excessive academic pressure can still undermine student well-being over time. These results highlight the nuanced and individualized effects of academic demands, influenced by factors such as support systems, teacher responsiveness, and personal coping capacity.

To effectively support student well-being, schools should develop well-rounded programs that respond to the various needs highlighted in the study and consider the following recommendations as outlined below:

- (1) Schools should review and streamline academic requirements to reduce unnecessary pressure on students.
- (2) Establish or enhance guidance and counseling programs focused on academic stress management and emotional wellness.
- (3) Conduct professional development for teachers on identifying student stress and offering timely support.
- (4) Promote open communication between students and staff to normalize seeking academic or emotional support.
- (5) Periodic assessments of student workload and well-being should inform responsive interventions tailored to evolving needs.

Moving forward, schools must recognize that academic success cannot be separated from student well-being. Although excessive schoolwork may not always show immediate effects on grades or emotional health, the underlying strain it places on students can accumulate over time. A proactive and empathetic approach—balancing academic rigor with psychological support—can help create an environment where students are both high-achieving and emotionally resilient. Future research should explore long-term impacts and test the effectiveness of targeted interventions to better guide school policies and promote holistic student development.

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