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The impact of academic stress on student engagement in private and public schools

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Abstract

This research aimed to examine the impact of academic stress on student engagement in private and public schools, specifically considering academic pressure, burnout, and anxiety as primary stressors on students' health and academic performance. Academic stress resulted from intensive workload, strict timetabling, and competitive environments. While others develop resilience and learn to cope, others become emotionally drained, demoralized, and socially isolated, with negative impacts on their academic performance. This research examined the impact of academic stress on student engagement, such as behavior, cognition, and emotions. Behavior engagement involved the way students engage with schoolwork. It became strained under high stress, leading to aggressive actions or avoidance of school-related tasks. The findings of the research indicated significant difference in academic burnout within private schools. The two classes exhibit the same stress levels and motivational impacts, indicating that academic stress is a universal element affecting students in various schools. The study emphasized the necessity of implementing stress management courses, providing organizational support, and ensuring a fair learning load to help students maintain their motivation and prevent burnout. Schools can develop a healthier learning environment that supports student engagement, motivation, and academic success through effective management of academic pressure.

Keywords: Academic Stress; Burnout; Pressure; Anxiety; Student Engagement

1. Introduction

Academic stress is the most common cause of stress, anxiety, and depression among students. It is widespread and can be rather overwhelming at times. The solution to handling it is to understand what you need to do and persevere through each challenge. However, adolescents are particularly affected by the problems tied to academic stress since they are going through personal and social changes. On the other hand, student engagement relates to the student's level of interaction, desire, attentiveness, and passion for learning and connecting with others at school and with the people they interact with inside or outside it.

Academic stress can lead to decreased motivation, making students less likely to participate actively as it hinders their ability to concentrate (Rodriguez et al., 2020). Moreover, academic stress has also been shown to negatively impact students (Green et al., 2021). Academic overload ranges from everyday concern in the academic field; in both cases, it was investigated to find the cause of it and provide solutions to reduce this higher student problem (Llorente et al., 2020). However, academic stress has also been shown to negatively impact mental health in students (Li and Lin, 2023; Green et al., 2021). Common causes of academic stress are heavy workloads, difficulty in time management, and the struggle to perform well in their assignments, projects, and extracurricular activities as they are pressured to meet the deadlines and maintain reasonable scores and grades (Neuro Launch, 2024). Heavy educational work may also put a student under academic pressure. It can be challenging to manage multiple demanding assignments from different classes at once. The responsibilities of each class might vary, yet they all add to academic stress and pressure. In addition, academic anxiety can become more severe over time. As a student's academic performance suffers, the anxiety

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level related to certain academic tasks increases (Huberty, 2014). Students with academic anxiety are worried about academic tasks. Students may experience anxiety in response to any academic task. Some people may experience only experience anxiety just when doing specific tasks, such as taking assessments (Ader & Erktin, 2014). As a result, high levels of academic stress may lead to anxiety, irritability, depression, and other mental health problems (Luana Marques, 2019). On the other hand, students who are capable of handling academic-related challenges may tend to be at a low level of academic stress (Erturgut, 2014). However, academic burnout is a crucial problem with low performance in school. Academic burnout is defined as a negative emotional, physical, and mental reaction to continuous study that causes tiredness, frustration, a loss of desire, and decreased academic performance. Moreover, he is not to be confused with the odd feeling of frustration after hours of studying or exhaustion from pulling an all-nighter. It is a condition due to long-term study or schoolwork (Nair, 2022). On the other hand, high academic burnout individuals can appear mentally and behaviorally in the current learning process or learning task (Zhu et al., 2022). However, academic burnout is dominant among adolescents (Cheraghian et al., 2016). In addition, academic anxiety is a common reaction to conditions. Some anxiety is natural, but too much anxiety can be a serious condition. Anxiety could get worse over time. If academic anxiety is noticed right away, it can help students perform better. Thus, it is important to learn more about it. However, academic anxiety could increase over time. Madhuri (2017) found that as a student's academic performance decreases, the anxiety level associated with specific academic activities rises. It is normal for human response stress to feel stress about their feeling or distress in reaction to a circumstance that is considered negatively.

Student engagement is defined as actions demonstrating constructive participation in educational activities (Dorph, 2018). Student engagement is an important aspect of encouraging learning and academic accomplishment. Students' motivation to study and self-efficacy are favorably connected with their involvement (Bedi & Akankska, 2023). Different student engagements are discussed, which are behavioral, emotional, and cognitive. Behavioral engagement pertains to students' involvement and participation in school activities, as well as their positive attitudes during problem-solving. The emotional responses that students have while completing the tasks are a part of the emotional involvement (Fredericks et al., 2014). On the other hand, cognitive engagement is important to adolescent development; cognitive engagement has been found to be positively associated with higher educational attainment. The students take and create emotional feedback, which is influenced by various factors such as perspectives, values, attitudes, and beliefs (Han & Hyland, 2019).

The study will present research findings on the specifics of factors leading to academic stress among students, examine the different types of student activities, and demonstrate the kind of relationship that exists between academic stress and the different forms of student stress. However, the academic stress particularly, burnout, pressure and anxiety and the aspects of students' engagement, particularly behavioral, emotional, and cognitive, have not yet been thoroughly investigated, and numerous research gaps must be addressed. With that said, this study will contribute to existing knowledge by providing additional research-based data on the subject. To aim this goal of the study, the participants' experiences of academic stress will be compared to examine how academic stress is affecting students' engagement and learning processes, and to suggest proposal for reducing academic stress that may help students learn more effectively and be relieved in the school setting.

2. Literature Review

This part of the study provides an overview of previous studies and research conducted in relation to this research entitled Academic Stress and Student Engagement: A Comparative Study. This literature will also show the different aspects of academic stress, such as academic burnout, pressure, and anxiety. Moreover, it also highlights student engagement, particularly in behavioral, emotional, and cognitive aspects.

2.1. Academic Stress

Academic stress in teens can impair academic performance and impact mental health. However, academic stress may be the primary reason behind an increase in mental health disorders in recent decades, according to Keyes and Platt (2023). In recent decades, Rodriguez et al. (2020) explored that academic stress can lead to decreased motivation, making students less likely to participate actively as it hinders their ability to concentrate. Moreover, Neuro Launch (2024) considered that heavy workloads, trouble managing time, and the effort to perform well in assignments, projects, and extracurricular activities while meeting deadlines and maintaining reasonable scores and grades are all common causes of academic stress. The current pushing atmosphere of our world among the young generation causes stress, as indicated by Bhargava and Trivedi (2018). Stress has become a research and discussion topic in educational institutions due to its effect on the daily social and academic lives of students, according to Dimitrov (2017). On the other hand, Lin and Huang (2014) argue that human development from adolescence to maturity, as well as the learning period and overall life journey, all cause stress because of the challenges of the various stages. As a result, high levels of academic

stress may lead to anxiety, irritability, depression, and other mental health problems, according to Luana Marques (2019).

Several scholars have accepted that modest stress boosts motivation and supports in obtaining achievement, according to Ng et al. (2016) and Saqib and Rehman (2018). However, Azila-Gbetor et al. (2015) argue that excessive stress leads to significant health and mental difficulties. The effects of stress change depending on how it is handled. According to Bakhsh and Sayed (2015), controlling academic-related stress should include, although not limited to, developing a student support system, social support, not putting off tasks, and having free tasks or interests.

2.2. Academic Burnout

The study of Wang (2019) has found that academic burnout hurts students' performance. Academic burnout is defined as the feeling of exhaustion from long-term study, according to Maslach (2014). According to Cheraghian et al. (2016), academic burnout has an impact on adolescents' mental health problems and can predict adolescent depression. On the other hand, high academic burnout individuals can appear mentally and behaviorally in the current learning process or learning task (Zhu et al., 2022). According to a study by Cara Gardenswartz (2024), students may feel overwhelmed, stressed, and emotionally exhausted. Academic burnout commonly emerges as both physical and emotional symptoms, which can impact a student's performance and well-being. Most students suffer from academic burnout because of the stress, anxiety, and tiredness caused by their hectic schedules, responsibilities, and activities. According to Kocak and Secer (2018). Burnout is a result of ongoing stress. Thus, there was pressure on students to do well in school, according to Oyoo, Mwaura, Mutua, and Kinai (2020). On the other hand, Lin and Huang (2014) discovered an important connection between poor academic performance and academic tiredness Rahmatpour et al. (2019).

2.3. Academic Pressure

As stated by Mao-Min Jiang (2018), academic pressure and the problem behavior of adolescents were indicated. Thus, to decrease the risk of such problems, it is essential to further strengthen the individual ability to sustain self-control, promote or cultivate character strengths for adolescents, create a harmonious atmosphere in the family, reduce the possibility of conflicts between parents and children, and enhance the subjective well-being of teenagers.

2.4. Academic Anxiety

The present study of Zhao (2019) revealed that there is a study path from academic stress and anxiety about school to learning anxiety and exhaustion. However, students' learning anxiety as a comprehensive negative response tendency that integrates behavior, emotion, and cognitive is influenced by multiple factors, whereas developing anxiety is a single negative, Hooda et al. (2017). On the other hand, Gogol et al. (2017) academic anxiety is a negative emotional state commonly encountered by adolescents in academic situations. It includes concern about the school and learning environment, as well as anxiety about academic activities. Academic anxiety directly predicts the phenomenon of academic burnout, according to Pan and Zhang (2021).

2.5. Student Engagement

Bekkering and Ward (2020) found that participation of students has long been used as a measurement of class performance and can be measured through various tools. Traditional classes measure students' participation through attendance and attentiveness, such as hand raising in recitations. In addition, Lie, Cui, and Zhou (2018) say that when students actively participate in learning tasks and activities, it refers to as student engagement. Furthermore, Perry (2022) defined student engagement as the level of concentration and focus in various engaging and fun activities. Other studies have indicated that student engagement is one of the foundations that lead that their success. Brunelle (2017) also added that students who actively participated in various activities demonstrated higher academic achievement. However, as time and technology progress and use of the internet for asynchronous activities, Beland and Murphy (2016) mentioned active participation can now be measured through digital conversations. In the study conducted by Duncan, Kenworthy, and Menamara (2012), overall, student participation mirrors class growth and successful student participation in both academic and non-academic aspects. Traditional classes measure students' participation through attendance and attentiveness, such as hand raising in recitations. In addition, Lie, Cui, and Zhou (2018) say that when students actively participate in learning tasks and activities, it is referred to as student engagement. D'Mello et al. (2017) and Skinner (2016) define engagement as the behavioral, emotional, and cognitive aspects of student learning.

2.5.1. Behavioral engagement

Beyond academic learning, behavioral engagement promotes key social-emotional and personal skills that are essential for students' overall development and well-being. In addition, Wang (2019) said that students' persistent involvement

in learning activities means the flipped learning approach incorporates behavioral engagement. A key concern with flipped learning is behavioral engagement both within and outside of the classroom. In addition, Wang (2019) said that students' persistent involvement in learning activities means the flipped learning approach incorporates behavioral engagement. Albrecht and Marty (2020) added numerous academics studied how personal and environmental factors affect human behavior and outcomes because people interpret and respond to environmental stimuli differently.

2.5.2. Emotional engagement

Emotional engagement is related to positive future orientations and overall development in adolescence, according to Debnam, Johnson, Waasdorp, and Bradshaw (2014). Emotional engagement is a part of school engagement, and it also consists of behavioral and cognitive dimensions. Although the emotional, behavioral, and mental components of academic engagement are often explored separately, they mutually influence each other over time (Crespo, Jose, Kielikowski, 2014). However, when students have a personal interest in their studies, their curiosity grows, and knowledge remains. Emotional engagement can build something that encourages challenges, considers mistakes as learning opportunities, and makes every student feel valued. Additionally, it has been suggested that emotional engagement contributes an important and individual function in how students engage in academic activities as their school experience unfolds. (Li & Lerner, 2013).

2.6. Cognitive engagement

Cognitive engagement is a vital aspect of the learning process. It is the investment, effort, and strategies a learner uses to understand material, accomplish tasks, master skills, and achieve goals; however, measuring cognitive engagement has been a challenge, with researchers frequently struggling to link it to a specific task or class. Because of this, an increasing number of studies have found that measuring cognitive engagement in a class or even a particular task has less specificity (Greene, 2015). A review by Li et al. (2021) provides a complete overview of the instruments and procedures used to evaluate cognitive engagement, delivering significant insights for academics and practitioners looking to improve measuring methods. Smith et al. (2020) investigated the role that cognitive engagement plays in helping students succeed in a simulation-based training environment.

3. Academic stress to behavioral engagement

Academic behavioral skills and engagement are considered flexible, which means they may be taught, developed, and improved by Gutman and Schoon (2013). The results revealed that students' engagement in the online learning process decreased as their academic stress increased. This finding is consistent with previous research of Manikandan and Neethu (2018) and Raufelder et al. (2014) that found a negative association between academic stress and student engagement. Also, students that exhibit higher levels of stress are more engaged in school-related activities, which appears in passive behaviors such as not exerting sufficient effort in class, being bored, or giving up quickly (Skinner & Belmont, 2017). The current study mostly provided actual proof demonstrating the impacts of stress and social support on student well-being and engagement.

3.1. Academic stress to emotional engagement

Dimitrov (2017) indicated in his study that stress can be reduced by ensuring that students prioritize their well-being. He also determined that the educational system does not enough support students' development and puts too much emphasis on their academic achievements. According to Pino-James and Daly (2018), emotional engagement is "positive and/or negative emotions associated with classwork." Long-term academic stress has been shown to improve task performance (Lin et al., 2022) and productivity (Kumari, 2021), as well as produce negative cognitive attitudes toward academics (Savarese et al., 2019). According to Wang C, and Cheng Y, et al. (2021), stress is a common factor that greatly affects individual enthusiasm. However, it occurs when a person is unable to control their emotions, both internally and externally. Schimelpfening (2020) states that stress influences a person's mental health and can lead to a variety of psychological disorders, including depression, if it becomes severe or exceeds a certain level of stress. In addition, according to Aldieri, Bruno, and Vinci (2021), depression is a general condition defined by feelings of despair and an inability to be pleased or cheerful. It is becoming a more common condition every day.

3.2. Academic stress to cognitive engagement

High levels of stress in students are likely to influence cognitive processes such as attention and memory retrieval which in turn decreases the ability to focus, grasp new knowledge, and retain new information (Hackney, 2020). To this end, even marginal levels of stress can adversely impact both the mental and physical health of the students and also academic success. While such pressure is fairly universal across students, such strains negatively correlate with each individual's mental and physical health. Academic stressors such as mental workload, and seeking social support against

demands in academic work, tests, and evaluation have been shown to heighten the chances of succumbing to stress (Chison, 2022).

4. Academic Stress to Private School

Private school students may experience academic stress and it affects their mental well-being according to Shafiq et al. (2021) Students attending private school are classified as more stressed than public school students according to Razia (2016) and Reddy (2018). Private schools have shown that anxiety levels were higher among students attending private schools in comparison with the anxiety level of students enrolled in public schools (Thenmozhi & Poornima, 2020). On the other hand, academic stress among students (Smritikana, 2016) states that female students in private experiences are higher than male students.

4.1. Academic Stress to Public School

Academic stress in public school students has a range of negative effects, including high stress levels caused by heavy workloads and extra classes according to Pozos-Radillo et al. (2016). However, a study by Sharma (2021) may show stressed students at public schools because they typically lack funds, have large class sizes, and provide less individualized care and attention. In addition (Zhao et al, 2024) found that academic stress can also impact engagement, especially behavioral and cognitive engagement.

5. Research Methods

5.1. Research Design

The researchers utilized the correlation comparative research design to answer the problem in this research. In the study, the researchers first determined the impact of academic stress on student engagement in Private and Public School. This was followed by the formulation of an academic stress and student engagement survey for students, which was based on the quantitative result of the study. The formulas were used to collect the data through conducting a survey test. Moreover, the gathered qualitative data was integrated with the quantitative findings of the study to arrive at more comprehensive discussions and interpretations and to further support the initial quantitative findings of the study.

5.2. Respondents and Sampling

The population of this study included 150 senior high school students from a private school and 150 senior high school students from a public school in Bulacan. The researcher used convenient sampling as their sampling method.

5.3. Instruments

The survey is composed of 30 questions to survey their level of stress and it is set with different variables for academic stress and student engagement. The first variable measured the levels of academic stress such as academic burnout, academic pressure, and anxiety. On the other hand, the second variable measured the levels of student engagement such as behavioral, emotional, and cognitive. This tool used validated survey questionnaire data from the students between two different schools. Analysis of the data to find out the impact of academic stress on student engagement as well as to identify a possible difference that could exist between two different schools. The results helped to understand the impact of academic stress on student engagement and will inform appropriate involvement and strategy for this study. The questionnaires were adapted and modified from L.Douglas Ried (2022), Radia Ramadhadi (2021) and Pretty Anna AnnJoli (2019).

5.4. Data Analysis

Mean was used to describe the demographic profile of the Senior High School students to both different school respondents. Additionally, the weighted mean was used to describe their stress level and its effect on their student engagement. T-test was applied to evaluate if there was a significant difference existed between the stress levels in public and private schools, as well as how this affected their student engagement when they were classified according to their demographic profile. Lastly, Correlation Analysis was carried out to determine if there was a significant relationship between academic stress to student engagement of students in both public and private school.

6. Results and discussion

This chapter explained the presentation, analysis and interpretation of the data collected and the results of the statistical treatment employed in the study with the purpose of describing the relationship between the impact of academic stress to student engagement in private and public schools.

6.1. Demographic Profile of Private School Students

Demographic profile was a distinct trait or attribute used to categorize a group of people based on specific criteria. Identifying the demographic profile helped researchers identify trends and patterns within a population.

The demographic profile of the students in terms of age, sex, and school was represented in tables 2 to 5.

6.1.1. Age

The concept of age described how old the respondents were during the study. It was defined as the measure of the time elapsed from date of live birth to a specific point in time, usually the date of collection of the data.

Table 1 Frequency and Descriptive Measures of the Demographic Profile of Students in Private terms of Age.

Age	F	%
15	2	1.33
16	35	23.33
17	63	42
18	48	32
19	2	1.33
Total	150	99.99

It can be noted from table 3 that the majority is 42 % of the 17 years old students and the 32% of respondents are 18 years old, followed by 23.33% of 16 years old. Lastly, 1.33% present the 15 years old and 19 years old respondents. The highest age of respondent is 17 years old the total of 150 respondents.

Table 3 Frequency and Descriptive Measures of the Demographic Profile of Students in Public terms of Age.

Age (Years)	F	%
16	25	16.67
17	73	48.67
18	45	30
19	7	4.67
Total	150	99.99

It can be noted from the table that the majority is 48.67% of the 17 years old student respondents 30% of respondents are 18 years old and then 16.67% of 16-year-old respondents.

Meanwhile, only 4.67% of these respondents are 19 years old and the highest age is 17 years old total of 100.

6.1.2. Sex

Table 4 Exhibited the demographic profile of the students in Public terms of sex which was categorized as either male or female.

Sex	F	%
Female	68	45.33
Male	82	54.67
Total	150	100

Table 5 Exhibited the demographic profile of the students in Private terms of sex which was categorized as either male or female.

Sex	F	%
Female	88	58.67
Male	62	41.33
Total	150	100

Table 6 provides the findings of students' academic burnout in private schools with some factors contributing to their level of stress

Table 6 Academic Burnout in Private School

Item Statement	Mean	VI
1. Feeling constantly exhausted, tired or fatigue.	3.31	VH
2. Having less time for people, even family and friends.	2.90	H
3. Increasingly unable to say 'No' to others because of heavy workloads.	3.09	VH
4. Feeling burnout to school physically and mentally.	3.32	VH
5. Teachers make too many extra demands on students.	3.10	VH
GRAND MEAN	3.14	VH

. Legend: 0.00-0.99 Very Low 2.00-2.99 High; 1.00-1.99 Low; 3.00- 4.00 Very High

The highest mean value of 3.32 is for the statement "Feeling burnout to school physically and mentally," under Very High (VH) the lowest mean score of 2.90 comes from "Having less time for people, even family and friends," which is under the High (H) category. While students experience a lack of time for social interactions, this factor is relatively less severe than other burnout-related issues. The overall grand mean of 3.14 places academic burnout in private schools within the Very High (VH) category, emphasizing the pressing need for strategies to reduce stress and fatigue among students.

The overall mean for the academic burnout in private school, according to Table 6, is 3.14 placing it within the Very High (VH) category. This indicated that burnout in private school is high and commonly emerges as both physical and emotional symptoms, which can impact a student's performance and well-being. However, while the overall mean score was Very high, there may still be opportunities that academic burnout in private students influenced academic performance as well as their interactions with one another (Rudman and Gustavsson 2019).

Table 7 Academic Burnout in Public School

Item Statement	Mean	VI
1. Feeling constantly exhausted, tired or fatigue.	3.14	VH
2. Having less time for people, even family and friends.	2.76	H
3. Increasingly unable to say 'No' to others because of heavy workloads.	2.79	H
4. Feeling burnout to school physically and mentally.	3.07	VH
5. Teachers make too many extra demands on students.	2.97	H
GRAND MEAN	2.95	H

Legend: 0.00-0.99 Very Low; 2.00-2.99 High; 1.00-1.99 Low ; 3.00- 4.00 Very High

In Table 7 The lowest mean of according to the table is 2.76 students having less time for people close to them, falling under the category of Highly Implemented (H) The highest mean based on the table they feeling exhausted fatigued, and tired with the mean was 3.14, falling under the category of Highly Implemented Very High (VH) Lastly, the total grand mean according to the table academic burnout in public school is 2.95.

Academic burnout was measured using the Junior Middle School Students' Learning Weariness Scale (Zhao, 2019). It consists of 17 items measuring students' perceptions, feelings, and behaviors associated with school exhaustion. The score on the scale is higher in the presence of a higher level of burnout. The findings indicated that private school students had an average burnout score of 3.14, which is very high, whereas public school students had an average score of 2.95, which is high. This indicates that although academic burnout is prevalent among students in both types of schools, it is more pronounced among private school students. There may be various reasons behind this, including higher expectations of studies, heavier workloads, or more pressure to excel in private institutions.

Table 8 Academic Pressure in Private School

Item Statement	Mean	VI
1. Do you feel pressured when you are stressed because of deadline allotted for each subject?	3.25	VH
2. There is too much competition among classmate which brings me a lot of academic pressure.	2.77	H
3. My parents cared too much about my academic grades which put pressure on me.	2.72	H
4. I feel a lot of pressure in my daily studying.	3.10	VH
5. I am always lack of confidence with my academic scores.	2.95	H
GRAND MEAN	2.96	H

Legend: 0.00-0.99 Very Low; 2.00-2.99 High; 1.00-1.99 Low ; 3.00- 4.00 Very High

Table 8 provides the findings of Academic Pressure in Private school

In Table 8 according to the show results in academic pressure in private schools, the student pressure allotted because of the deadline with the highest mean was 3.25 placing it within the category of Very High (VH) which also fall under the lowest mean is parents of the student too much cared about academic which put pressure on the student, with the mean of 2.72 Categorizing it is High (H). The overall mean according to the table for the Academic pressure of private school, based on the table, was 2.9. according to table High (H).

The total grand overall mean of academic pressure in private schools, according to Table 8, is 2.94 placing it within the High (H) category. Pressure placed on adolescents by parents when academic performance fails to satisfy expectations can regulate adolescents' problem behavior through individual self-control and reduce negative emotions (Huan et al., 2018)

Table 9 Academic Pressure in Public School

Item Statement	Mean	VI
1. Do you feel pressured when you are stressed because of deadline allotted for each subject?	3.19	VH
2. There is too much competition among classmates which brings me a lot of academic pressure.	2.87	H
3. My parents cared too much about my academic grades which put pressure on me.	2.79	H
4. I feel a lot of pressure in my daily studying.	2.88	H
5. I am always lack of confidence with my academic scores.	2.95	H
GRAND MEAN	2.94	H

Legend: 0.00-0.99 Very Low; 2.00-2.99 High; 1.00-1.99 Low; 3.00- 4.00 Very High

Table 9 provides the findings in academic pressure in public school

The student pressure allotted because of the deadline with the highest mean was 3.19 placing it within the category of Very High (VH) which also fall under the lowest mean is parents of the student too much cared about academic which put pressure on the student, with the mean of

2.79, categorizing it as High (H) The overall mean according to table for the Academic pressure of public school, based on the table, was 2.94 categorizing in High (H). This shows that the overall mean of academic pressure in public school, according to Table 9, is 2.94 placing it within the High (H) category. Pressure is placed on adolescents by workload assignments and many other activities that students a lot of pressure of getting good grades (Kadhiravan, 2017).

Table 10 Academic Anxiety in Private School

Item Statement	Mean	VI
1. I get nervous if I see that others have finished the task before I have.	3.01	VH
2. I usually bite my nails or chew a pen during a test.	2.74	H
3. I often worry that my best is not as good as expected in school.	2.89	H
4. Worry about the result after the examination.	2.98	H
5. Hesitate to ask the teacher for detailed explanation.	2.94	H
GRAND MEAN	2.91	H

Legend: 0.00-0.99 Very Low; 2.00-2.99 High; 1.00-1.99 Low; 3.00- 4.00 Very High

Table 10 provides the findings of Academic anxiety in Private School

In Table 10, the highest mean according statement was 3.01, "Students get nervous because see others have finished the task before I have them", categorized Very High (VH). The lowest mean was "I always hesitate to ask the teacher for detailed information because might just be embarrassed." The mean was 2.94, categorized as High (H). Lastly, the total grand mean of academic anxiety in private school is 2.91, categorized as High (H).

Smith et al. (2018) identified that excessive anxiety makes it more difficult for students to focus, impacting their grades. The greatest mean 3.01, Very High (VH) reveals that most students feel stressed when they observe other students completing assignments ahead of them, which may enhance stress levels. The smallest mean 2.94, High (H) shows that some students question their skills and fear that their best work is not satisfactory. The overall grand mean 2.91, High (H) implies that there is academic anxiety that is widespread but not extensive. This identifies a necessity for the support mechanisms that can aid the students to remain focused and help them handle stress.

Table 11 Academic Anxiety in Public School

Item Statement	Mean	VI
1. I get nervous if I see that others have finished the task before I have.	2.77	H
2. I usually bite my nails or chew a pen during a test.	2.77	H
3. I often worry that my best is not as good as expected in school.	2.81	H
4. Worry about the result after examination.	3.13	VH
5. Hesitate to ask the teacher for detailed explanation.	3.06	VH

Legend: 0.00-0.99 Very Low; 2.00-2.99 High; 1.00-1.99 Low; 3.00- 4.00 Very High

Table 11 show result of Academic anxiety in public school

In Table 11 shows the lowest mean according statement mean was 2.77 "Students get nervous because see others have finished the task before I have them", categorized High (H) The highest mean is "always worrying about the result of the exam" mean was 3.13 categorizing in Very High (VH) Lastly, the total grand mean of academic anxiety in public school is 2.91 categorized as High (H).Based on Johnson's study (2019), students often suffer from test anxiety, which can result in poor performance, forgetting what they have learned, and mental blocks while taking exams. The highest mean 3.13, Very High (VH) shows that most students are concerned about their exam performance, which can heighten stress and affect their confidence negatively. The lowest mean 2.77, High (H) indicates that some of the students experience nervousness when they observe others completing tasks earlier than them or exhibit nervous behavior such as nail biting. The grand mean 2.91, (H) indicates that there is academic anxiety but not at a severe level, and it calls for strategies to enable the students to manage stress effectively.

Table 12 shows the results of behavioral engagement in private school

Table 12 Behavioral Engagement in Private School

Item Statement	Mean	VI
1. Raised my hand in class.	2.88	H
2. Participating in or small group discussions.	2.90	H
3. In class, I do as much as I can.	3.07	VH
4. Pay attention in class.	3.09	VH
5. I am sure I can understand the things taught in my class.	3.04	VH
GRAND MEAN	3.00	VH

Legend:0.00-0.99 Very Low; 2.00-2.99 High; 1.00-1.99 Low ; 3.00- 4.00 Very High

In Table 12 shows the results of behavioral engagement in private schools, the lowest mean is 2.88 which is "always raise my hand in class when I am confident that my answer is correct" and is classified in High (H) and the highest mean was "always pay attention in class to listen and learn from what the teacher is teaching" mean was 3.09, classified in Very High (VH) the Total grand mean show result in the table in behavioral engagement in private school is 3.00 falling under the category of Very High (VH).

Christenson et al. (2015), behavior engagement is a three-dimensional construct of observing school rules, acting actively, and exerting effort, in task performance. The highest average 3.09, Very High (VH) indicates students attend classes well, denoting a very high level of engagement. The lowest mean value of 2.88 High (H) suggests that students will not be likely to raise their hands while engaging in class discussions. The grand mean 2.99, High (H) suggests a relatively high level of behavioral participation, and there is a need to focus on raising participation and attention to continue to enhance student engagement in learning.

Table 13 provides the findings of the Behavioral Engagement in Public School

Table 13 Behavioral Engagement in Public

Item Statement	Mean	VI
1. Raised my hand in class.	3.04	VH
2. Participating in or small group discussions.	3.09	VH
3. In class, I do as much as I can.	3.01	VH
4. Pay attention in class.	2.99	H
5. I am sure I can understand the things taught in my class.	3.00	VH
GRAND MEAN	3.03	VH

Legend: 0.00-0.99 Very Low; 2.00-2.99 High; 1.00-1.99 Low; 3.00- 4.00 Very High

Table 13 showed the result of behavioral engagement in public school, the highest mean was statement number 2 "always go along participating in small group discussions to socialize" with a mean of 3.09, classified in Very High (VH). The lowest mean according to the table is "always pay attention in class to listen and learn from what the teacher is teaching" with a mean of 2.99, classified as High (H). The total grand mean showed result in behavioral engagement in public school is 3.03, falling under the category of Very High (VH).

As reported by Reschly and Christenson (2016), public school students' behavioral engagement refers to the participation and endurance of students in the face of academic challenges. The maximum mean is 3.09, Very High (VH) indicates that students of public schools are highly engaged during small group discussions, and there is high collaboration and interaction among them. At the same time, the lowest mean value, 2.99, High (H) shows that while students do maintain focus during lessons, there still is a place to increase maintenance of focus. The grand mean 3.03, (VH) shows that public school students possess very high overall behavioral performance in being willing to work and persisting with their activities.

Table 14 provides the findings of Emotional Engagement in Private School

Table 14 Emotional Engagement Private

Item Statement	Mean	VI
1. I am sure I can understand the things taught in my class.	2.99	VH
2. Had serious conversations with students who are very different from you	2.97	H
3. I enjoy learning new things in class.	2.93	H
4. In class I am always attentive.	2.92	H
5. I always come to school with my homework completed.	2.95	H
GRAND MEAN	2.95	H

Legend: 0.00-0.99 Very Low; 2.00-2.99 High; 1.00-1.99 Low; 3.00- 4.00 Very High

Table 14 showed emotional involvement among private school students, indicating their feelings about classroom learning and interactions. The highest mean of 2.99 is associated with the statement, "I am sure I can understand the things taught in my class," which falls under Very High (VH). The lowest mean score of 2.92 is for "In class, I am always attentive," which is also classified as High (H). The grand mean for emotional involvement in private schools is 2.95, which reflects a generally high level of involvement. These results indicate that while students feel confident in understanding lessons and engaging in meaningful discussions, class attentiveness can be enhanced.

The overall mean for emotional engagement in private school, shown in Table 14, is 2.95 placing it within the High (H) category. Emotional engagement. It shows how much students find their education valuable, feel a sense of connection to it, and feel good about the process of Learning managing any bad emotions that may surface during learning and feeling positive emotions such as interest, happiness, and excitement about the subject According to Wang and Degol (2014).

Table 15 provides the findings the Emotional Engagement in Public School

Table 15 Emotional Engagement in Public School

Item Statement	Mean	VI
1. I am sure I can understand the things taught in my class.	2.87	VH
2. Had serious conversations with students who are very different from you	2.89	H
3. I enjoy learning new things in class.	2.97	H
4. In class I am always attentive.	3.00	H
5. I always come to school with my homework completed.	2.95	H
GRAND MEAN	2.94	H

Legend: 0.00-0.99 Very Low; 2.00-2.99 High; 1.00-1.99 Low 3.00- 4.00 Very High

Table 15 shows results of emotional engagement among public school students in terms of their experiences and interactions in the classroom. The highest mean score of 3.00 is for the statement, "In class, I am always attentive," under Very High (VH). The lowest average rating of 2.87 is for "I am sure I can get to know the things that are taught in my class," labeled High (H) as well. The overall grand mean of emotional engagement within public schools is 2.94, reflecting a relatively high degree of engagement in general.

The overall mean for emotional engagement in public school, shown in Table 15, is 2.94 placing it within the High (H) category. Emotional engagement. Attitudes and general affective reactions to learning are all included. Feeling positive emotions such as interest, happiness, and excitement feel a sense of connection to it, and feel good about the process of learning. Fredricks, Blumenfeld, and Paris (2015).

Table 16 provides the findings the Cognitive Engagement in Private School

Table 16 Cognitive Engagement Private

Item Statement	Mean	VI
1. I try to match what I already know with things I am trying to learn for school.	2.99	VH
2. I make up my own examples to help me understand the important concepts I am studying for class	3.08	VH
3. I try to make all the different ideas fit together and make sense when I study for class	3.05	VH
4. Experiencing increasing difficulty making decisions	3.01	VH
5. When we work on something in this class, I get involved	3.00	VH
GRAND MEAN	3.03	VH

Legend: 0.00-0.99 Very Low (VL) 2.00-2.99 High (H); 1.00-1.99 Low (L) 3.00- 4.00 Very High (VH)

Table 16 illustrates data regarding the cognitive engagement of students from private schools, focusing on how they connect new information and form associations. The highest mean value of 3.08 belongs to the statement, "I make up my own examples to help me understand the important concepts I am studying for class," which falls in the category Very High (VH). However, the lowest mean rating of 2.99 applies to "I try to match what I already know with things I am trying to learn for school," which is also rated as Very High (VH). The overall grand mean is 3.03 for cognitive engagement in private schools, signifying a strong level of cognitive involvement among the students.

The overall mean for the cognitive engagement in private school, show to Table 16, is 3.03 placing it within the Very High (VH) category. that cognitive in student engagement is the amount of effort students are willing to invest in working on the task. Christenson et al. (2016)

Table 17 provides the findings the Cognitive engagement in public school

Table 17 Cognitive Engagement in Public School

Item Statement	Mean	VI
1. I try to match what I already know with things I am trying to learn for school.	2.93	H
2. I make up my own examples to help me understand the important concepts I am studying for class	3.07	VH
3. I try to make all the different ideas fit together and make sense when I study for class	2.98	H
4. Experiencing increasing difficulty making decisions	3.04	VH
5. When we work on something in this class, I get involved	2.99	VH
GRAND MEAN	3.00	VH

Legend: 0.00-0.99 Very Low; 2.00-2.99 High; 1.00-1.99 Low 3.00- 4.00 Very High

Table 17 gives information on the cognitive engagement of public school students, specifically the extent to which they are able to relate earlier knowledge to new learning. The highest mean rating of 3.07 relates to the item, "I make up my own examples to help me understand the important concepts I am studying for class," which is placed in the Very High (VH) Additionally, the lowest mean rating of 2.93 is tied to "I try to match what I already know with things I am trying to learn for school" and is rated as High (H). The grand mean for all cognitive engagement items in public schools is 3.00, which also falls in the Very High (VH) range.

The overall mean for cognitive engagement in public school, shown in Table 17, is 3.00 placing it within the Very High (VH) category. Cognitive engagement is related to motivational goals and self-regulated learning. It means that, how the student's classroom does in learning which purpose to motivation them and how to arrange their strategy in learning to get a good mark, the teachers have motivated the students so that they can participate or be active in the classroom. (Sharan and Than 2018) Clarke (2017) discusses that it consists of intensive thinking when learning. The lowest mean 2.93, High (H) is a sign that there are students who are unable to relate new acquisition with past knowledge.

This was performed to determine if significant differences existed between the academic stress including burnout, pressure, and anxiety on Private and Public School.

Table 18 presents the results of the t-test

Table 18 The Impact of Academic Stress on Student Engagement in Public and Private School

Academic Stress	Private School	Public School	Interpretation	Decision to HO
	t-value	p-value		
Burnout	3.05	0.003	Highly Significant	Reject
Pressure	0.33	0.75	Not Significant	Accept
Anxiety	0.04	0.97	Not Significant	Accept

a=0.01, level of significance

T-test revealed that academic burnout in students attending private schools has an (t= 3.05) It states that pressure and anxiety at both private and public schools are the same, with an (t=0.33) in private and a (p=0.75) in public. However, the anxiety of private schools has an (t= 0.04) and a (p= 0.97), indicating that there is not a significant difference between private and public schools. According to Agnafors et al. (2021), students who study in private suffer higher levels of stress and anxiety because of the pressure to perform well academically and meet the expectations of others. He discovered that putting too much pressure on students early on is bad for them in the long run since it can lead to academic issues.

This result shows that academic burnout in private schools is higher than in public schools. As stated by Lacson et al. (2023), there is strong relationship between academic stress to student engagement among senior high schoolers attending a private school. This suggests that such exhaustion will delay the students' activities that relate to academics, which can affect their performances as an experience while learning. According to Batrina et al. (2024), financial issues

constitute a dire factor in students' academic burnout. This brings to light how financial constraints affect students on their ability to retrieve their attention to academics and academic expectations. Students attending private school are classified as more stressed than public school students according to Razia (2016) and Reddy (2018). According to Springer (2020), academic burnout is the highest level of stress among students in private schools due to several interconnected reasons.

The main cause is the undue academic pressure of high expectations suffocating students in achieving excellence. Parental pressure and parenting contribute their share, as overprotective parents restrict autonomy among students and increase stress levels. Friedman (2015) also talks about how the competitive school environment worsens burnout since students are constantly challenged to succeed both in class and extracurricular activities, most likely at their own expense.

Both private and public schools can influence an adolescent's mental health and well-being in different ways. Private schools often have more resources, so the students from the school experience higher academic pressure and higher expectations from teachers, and parents to perform well in academics. On the other hand, students in public schools, who mostly belong to lower-income families, may already face pressure to perform well academically so that they can get a good education and better career prospects in the future.

6.2. Correlation Analysis in Private School

Table 19 Correlation Analysis on the Relationship of Academic Stress and Student Engagement in Private Schools

Academic Stress	Student Engagement		Interpretation	Decision to HO
	r-value	p-value		
Burnout	0.42	0.001	Highly Significant	Reject
Pressure	0.33	0.001	Highly Significant	Reject
Anxiety	0.045	0.001	Highly Significant	Reject

a=0.01, level of significance

The table indicates that academic pressure increases the difficulty for private school students to remain involved in studying. The findings indicate that academic burnout ($r = 0.42$, $p = 0.001$), pressure ($r = 0.33$, $p = 0.001$), and anxiety ($r = 0.045$, $p = 0.001$) decrease student participation. A moderately strong to strong correlation was observed and arranged from 0.33 to 0.45) between these variables. This indicates that when students experience excessive stress, they become disinterested and participate less in school activities. The low p-values confirm that stress significantly affects student engagement, which calls for a more empathetic school environment where students can study without stress.

A study by Fitti Aclinkasari and Sari Zakiah Akmal (2017) also revealed that high burnout, pressure, and anxiety levels are associated with low levels of student engagement. This indicates that students perform poorly when exposed to too much stress, unable to maintain interest in learning. Schools can assist by providing appropriate support and facilitating stress management in students. A balanced school climate that attends to both learning and student well-being can result in improved grades, reduced dropouts, and an improved school experience.

6.3. Correlation Analysis in Public School

Table 20 Correlation Analysis on the Relationship of Academic Stress and Student Engagement in Public Schools

Academic Stress	Student Engagement		Interpretation	Decision to HO
	r-value	p-value		
Burnout	0.38	0.001	Highly Significant	Reject
Pressure	0.39	0.001	Highly Significant	Reject
Anxiety	0.38	0.001	Highly Significant	Reject

a=0.01, level of significance

It can be observed from the table that a highly significant relationship was found between academic burnout in public school ($r=0.38$, $p=0.001$) academic pressure ($r=0.39$, $p=0.001$) and academic anxiety ($r=0.38$, $p=0.001$) to their student engagement. However, a moderately strong to strong correlation was found between these variables as manifested and computed R-values that arranged from 0.038 to 0.039. It shows that academic stress including burnout, pressure, and anxiety increases, and student engagement will decrease in public schools, it includes that burnout, pressure, and anxiety have an impact on student engagement in public schools.

A similar study by Nur Wahyuni Rauf (2017) stated that it can lead to reduced motivation, and cause students in public schools to decrease their student engagement. Additionally, academic stress affects student engagement in public schools because high stress levels reduce motivation and participation in learning. Kusyanti (2021), stated that excessive academic stress negatively impacts students' involvement in academic activities, making it harder for them to stay engaged and perform well.

7. Conclusion

Based on the findings of this study the following conclusion was drawn, men are more likely than women to experience academic stress in public schools, while women are more likely to experience academic stress in private schools. In conclusion, it has been proven that there is a different impact of academic stress on student engagement in Public and Private Furthermore, compared to public, academic burnout is more common in private schools. it has been demonstrated that the academic stress is very affecting to students in private schools.

Recommendations

- Make a schedule allocating certain time for study, free time for study, and other activities.
- Don't be afraid to ask teachers, parents, and classmates for help when you're having trouble with the subject.
- Join study groups, they can offer support and different points of view.
- Organize your study materials, notes, and assignments, because that saves time and brings down blood pressure.
- Time for fun activities. Hobbies give a nice outlet for imagination and diversion from academic work.
- Give 5- or 10-minute breaks after 50 to 60 minutes of study. This improves focus and lessens the feeling of mental fatigue over the study time. Movement, stretch, or snack during break.
- Smaller steps break the accomplishment of large academic tasks into more manageable bites.
- Sleep for 7-9 hours every night. A well-rested mind can face challenges and help in the retention of information better.

Compliance with ethical standards

Statement of informed consent

Informed consent was obtained from all individual participants included in the study.

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