

Academic Pressures and Aggressive Behaviors of Students in Public Secondary Schools

Maridel M. Paninsoro

Faculty of the College of Criminal Justice Education

Division of Graduate Studies

Naga College Foundation, Inc.

Naga City

In Partial Fulfillment for the Degree of

Master of Science in Criminal Justice with Specialization in Criminology

DOI: <https://doi.org/10.47772/IJRISS.2026.100800241>

Received: 16 August 2026; Accepted: 21 August 2026; Published: 01 September 2026

The Problem

INTRODUCTION

Education is a cornerstone of societal development, shaping the future of individuals and communities. However, the academic environment can sometimes exert significant pressure on students, leading to various behavioral outcomes. In recent years, the educational landscape has witnessed a significant increase in academic pressures faced by high school students globally. These pressures stem from various sources, including high-stakes assessments, parental expectations, and the competitive nature of modern education systems (Ga-as et. al, 2023).

High school students in public schools are not immune to these pressures. Academic pressure among students has emerged as a critical concern in public secondary schools, as the demands for high academic performance can overwhelm students and contribute to stress-related issues. When students face persistent pressure to excel, they often experience heightened levels of anxiety and frustration which can manifest in aggressive behaviors. Students face numerous challenges including high academic expectations, peer competition, and the pressure to excel in both academic & extracurricular activities. Understanding the link between academic pressure and aggression is crucial to developing effective strategies that promote a healthier educational environment (Kaur, 2024).

Globally, the impact of academic pressure on student behavior has been widely documented. A systematic review published in the *Journal of Affective Disorders* by Steare, Thomas et. al. (2023), highlighted a strong association between academic pressure and adverse mental health outcomes among adolescents, including increased instances of depression, anxiety, and aggression. In conclusion, it was found that academic pressure is a potential candidate for public health interventions that could prevent adolescent mental health problems. This emphasized the need for educational systems worldwide to address the detrimental effects of excessive academic demands on student well-being.

From the United Nations' Sustainable Development Goals (SDGs), Goal 3 (Good Health and Well-being) emphasizes the importance of mental health as part of ensuring healthy lives and promoting well-being for all at all ages. This includes reducing mental health conditions and promoting awareness in education. Similarly, Goal 4 (Quality Education) ensures inclusive and equitable quality education and lifelong learning opportunities for all. Specifically, Target 4.2 highlights the promotion of psychosocial well-being, which is vital for learners' mental health development (United Nations, 2015).

In the Philippines, the Enhanced Basic Education Act of 2013 (Republic Act No. 10533) mandates that the Department of Education provide a safe, inclusive, and supportive learning environment that promotes the well-being of all learners (DepEd Philippines, n.d.). Furthermore, DepEd Memorandum No. 77, s. 2020 underscores the importance of mental health and well-being in schools. Section 3 (Policy Statement) stresses DepEd's commitment to promoting mental health awareness and providing support systems within the school environment, justifying the need for research on factors such as academic pressures that influence student behavior (Department of Education, 2020).

Academic stress has been identified as a growing concern among students. A report by Sherrie Ann Torres of ABS-CBN News on January 31, 2023, there is a rising number of students suffering from mental health issues, with academic pressure cited as a significant contributing factor. The Department of Education's 2021 data showed a total of 404 student suicides, underscoring the urgent need to address academic stressors within the educational system.

In Camarines Norte, local reports have highlighted the challenges faced by students due to academic pressures. An article from Camarines Norte News titled *275 Junior High School Students Fail in the First Quarter of the School Year 2021-2022*, reported by Shiela Marie Basa (2021), reported that 275 junior high school students failed in the first quarter of the school year 2021-2022, raising concerns about the impact of academic stress on student performance and behavior. Such instances underscore the need for targeted interventions to support students in managing academic demands effectively.

This study is motivated by the critical need to understand and address the adverse effects of academic pressure on aggressive behavior among students in public secondary schools. By examining evidence from global, national, and local perspectives, the research aims to inform the development of effective policies and interventions that foster a supportive and balanced learning environment.

In particular, this current study aims to investigate the relationship between academic pressures and aggressive behaviors among high school students in public secondary schools in Daet, Camarines Norte. By examining this relationship, the study seeks to identify the underlying factors contributing to aggressive behaviors and provide insights into potential interventions to mitigate these issues. This study is set in selected public high schools in Daet, Camarines Norte. Particularly the six (6) public secondary schools situated in Daet, Camarines Norte namely Alawihao National High School, Camarines Norte Senior High School, Camarines Norte National High School, Moreno Integrated School, Porfirio R. Ponayo, and Vicente L. Basit Memorial High School, where senior high school grade 11 and grade 12 students are the chosen respondents.

Understanding the link between academic pressures and aggressive behaviors is crucial for developing effective strategies that support students' well-being and academic success. The practicality of this study lies in its potential to inform school policies and practices aimed at reducing academic stress and promoting positive behaviors among students. Furthermore, the findings will be highly beneficial to educators, parents, and policymakers by providing evidence-based recommendations to address aggressive behaviors in schools. The practicability of implementing the study's recommendations can result in a more conducive learning environment, enhancing students' overall educational experience.

In terms of legal bases, the study aligns with the following:

From the United Nations' Sustainable Development Goal (SDG) number 3, Good Health and Well-being specifically targets mental health as part of its focus on ensuring healthy lives and promoting well-being for all at all ages. This includes reducing mental health conditions and promoting mental health awareness in various sectors, including education. Additionally, the SGD number 4 ensures inclusive and equitable quality education and promoting lifelong learning opportunities for all, specifically Target 4.2 which includes promoting psychosocial well-being, which is vital for learner's mental health development. Relatively, in the Philippines, Section 2 of Article I of the Enhanced Basic Education Act of 2013 (Republic Act No. 10533), states that the Department of Education (DepEd) shall provide a safe, inclusive, and supportive learning environment that promotes the well-being of all learners. This section underscores DepEd's mandate to protect students from any form of harm, including aggressive behavior, and to address factors like academic pressure that affect their overall development (Official Gazette, 2013). Lastly, DepEd Memorandum No. 77, s. 2020 highlights the importance of mental health and well-being in schools, particularly in Section 3 (Policy Statement). This section stresses the commitment of the Department of Education to promote mental health awareness and provide support systems within the school environment, which justifies the need for research on factors such as academic pressures that influence student behavior (Department of Education, 2020).

The main reason for this study is the increasing concern about how academic pressures affect students' emotions and behavior. In which the researcher personally cared about aggressive behaviors becoming more common in schools, it's important to understand if academic stress is one of the causes. The goal of this research is to learn more about how school-related stress impacts student behavior, especially aggression. By identifying these causes, the study aims to help teachers and school leaders develop strategies that not only improve students' academic performance but also create a healthier and more supportive environment where students can succeed both academically and emotionally.

Statement of the Problem

This study determined the academic pressures and aggressive behaviors of students in public secondary schools in Daet, Camarines Norte, School Year 2024-2025.

Specifically, this study answered the following questions:

1. What is the level of academic pressure among students in public secondary schools along:
 - a. performance-related pressure;
 - b. time management pressure;
 - c. parental pressure;
 - d. emotional pressure; and
 - e. mental pressure?
2. What is the level of students' aggressive behavior in terms of:
 - a. physical aggression;
 - b. verbal aggression;
 - c. hostility; and
 - d. anger?
3. Is there a significant relationship between academic pressure and aggressive behavior of students in public secondary schools?
4. Are there significant differences in academic pressure among aspects and among respondents?
5. Are there significant differences in aggressive behavior among aspects and among respondents?
6. What recommendations can be proposed to reduce academic pressure and manage aggressive behavior in public secondary schools in Daet, Camarines Norte?

Assumptions

This study was guided by the following assumptions:

1. The level of academic pressure among students can be identified by looking specifically into the experiences of students along with performance-related pressure, time management pressure, parental pressure, emotional pressure, and mental pressure.
2. The level of students' aggressive behavior in terms of physical aggression, verbal aggression, hostility, and anger varied depending on their experiences and personal observations.

Hypothesis

Based on the research problems, the null hypotheses of this study are the following:

1. There is no significant relationship between academic pressure and aggressive behavior of students in public secondary schools.
2. There are no significant differences in academic pressure among aspects and among respondents.
3. There are no significant differences in aggressive behavior among aspects and among respondents.

Significance of the Study

This study explored the level of academic pressures and aggressive behaviors among students in public secondary schools in Daet, Camarines Norte. Understanding these concerns is crucial as they directly affect student learning, well-being, and school climate. The findings are expected to provide meaningful insights that will benefit various stakeholders as follows:

Students. By identifying the sources of academic pressure and their impact on behavior, schools can implement strategies to reduce stress, leading to better mental health and less aggressive behavior. Also, reducing stress and aggression can create a more conducive learning environment, helping students focus better and perform well academically.

Parents/Guardian/s. Parents will gain insights into how academic pressures affect their children's behavior, enabling them to provide better support at home. With a clearer understanding of their children's challenges, parents can communicate more effectively with teachers and school administrators to address these issues

Teachers. Teachers can develop more effective teaching methods and classroom management strategies that consider the impact of academic pressures on student behavior. Also, this study can highlight the need for training programs that equip teachers with skills to manage stress and aggression in the classroom.

School Administration. Schools can use the findings to create policies that reduce academic pressure and promote a positive school environment and by understanding the link between stress and aggression can help schools allocate resources more effectively, such as providing counseling services and stress management programs.

Guidance Counselors/Designate. The current study can help them understand how academic pressures may contribute to students' aggressive behaviors, enabling counselors to provide better support and develop effective strategies to promote students' emotional well-being and positive behavior.

Department of Education. This study will assist in creating strategies that prioritize both academic excellence and student well-being, leading to a healthier and more productive school environment. Through this, the Department of Education can develop policies and programs that promote a more balanced and supportive learning environment as well as it can help in improving stress management initiatives, enhancing mental health support in schools, and refining the curriculum to reduce unnecessary academic burdens.

Community. Reducing aggressive behaviors contributes to a safer and more supportive school environment, benefiting the entire community. Additionally, addressing these issues early can lead to long-term benefits, such as reduced violence and better societal outcomes as students grow into well-adjusted adults.

Researcher. Undertaking this study, it can provide the researcher with knowledge, skills, attitudes, and experiences that can be of great value not only in the practices of their chosen field of profession but on various life aspects. It can instill in them the rigors and discipline in the conduct of research and the scholarly benefits that can be derived.

Future Researchers. The result of the study will provide information for future researchers. It will serve as a basis and references that may be a great help for their study. It is hoped that this research can inspire and motivate future researchers in this area of inquiry. They may find some relevant information and facts that will deepen their understanding of the topic.

Scope and Delimitation

This study determined the academic pressures and aggressive behaviors of students in public secondary schools in Daet, Camarines Norte during School Year 2024–2025.

Specifically, it examined the dimensions of academic pressure, performance-related, time management, parental, emotional, and mental, and the types of aggressive behavior such as physical aggression, verbal aggression, hostility, and anger. The research established whether a significant relationship exists between academic pressure and aggressive behavior, identified differences across aspects and respondents, and proposed recommendations to address these concerns. The respondents of the study were 334 officially enrolled Grade 11 and Grade 12 students from six public secondary schools in Daet, namely Alawihao National High School, Camarines Norte Senior High School, Camarines Norte National High School, Moreno Integrated School, Porfirio R. Ponayo, and Vicente L. Basit Memorial High School. The study employed proportionate random sampling to ensure that each school was represented according to its actual student population. The study utilized both descriptive-correlational and comparative methods of research.

This study excluded other grade levels, the Alternative Learning System (ALS) students, and students enrolled in other public and private secondary schools situated in and outside Daet, Camarines Norte. Also, this study shall not cover other variables not directly related to academic pressure and aggressive behavior of students in public secondary schools.

Definition of Terms

For better understanding of the terminologies mentioned in the current study, the following terms are defined conceptually and operationally.

Academic Pressure. This term is formally defined as an experience in which a student is burdened by the demands of time and energy to achieve specific academic goals. This stress can come from a variety of potential sources and have a

myriad of impacts on students both emotionally and academically (Durette, 2020). As operationally defined, it refers to the stress experienced by students that can negatively impact on the emotional and psychological state of a student.

Performance-Related Pressure. This refers to stress and urgency to achieve high levels of performance due to significant consequences tied to the outcomes (Suttin, 2023). As used in this study, it refers to the pressure experienced by students because of high academic expectations.

Time Management Pressure. This pressure refers to the stress experienced when there is a perceived or actual lack of sufficient time to complete tasks or meet deadlines (Coursera, 2023). As defined operationally, it pertains to the pressure of students to balance multiple tasks at a given time.

Parental Pressure. Parental pressure is the emotional stress parents impose on their children to meet certain expectations, often related to academic performance, extracurricular activities, or social behavior (Moore, 2022). In this study, this refers to the pressure experienced by students because of their parents' high expectations to achieve something.

Emotional And Mental Health Pressure. This term pertains to the stress and strain on an individual's emotions and mental state (Gabbey and Rapole, 2022). As defined operationally, emotional pressure refers to the pressure experienced by students that can lead to emotional exhaustion, while mental pressure can lead to mental fatigue.

Aggressive Behavior. This pertains to the actions intended to cause harm or pain to another person (Gabbey and Rapole, 2022). In this study, it refers to the actions of students that may intend to cause harm and pain to other students. It may be physical, verbal, hostile, and/or angry.

Physical Aggression. Physical aggression is the use of physical force with the intent to harm someone (Gabbey and Rapole, 2022). In this study, it may pertain to acts such as hitting, kicking, or using weapons.

Verbal Aggression. Similarly defined conceptually and operationally, verbal aggression involves using words to cause harm, such as yelling, insults, or threats (Healthline, 2023).

Hostility. This term is conceptually defined as the state of ill will and antagonism towards others (Lloyd, 2021). This often manifests as aggressive behavior, resentment and a desire to cause harm.

Anger. Anger is an emotional response to perceived provocation or threat (Gabbey and Rapole, 2022). In this study, it refers to the emotions felt which can range from mild irritation to intense that can lead to aggressive behavior if not managed properly.

Public Secondary Schools. It refers to the educational institutions, schools that are managed, maintained, and funded by the government, serving students typically from grades 9 through 12 (Byerengo, 2021). In this study, it refers to the six (6) public secondary schools situated in Daet, Camarines Norte to include Alawihao National High School, Camarines Norte Senior High School, Camarines Norte National High School, Moreno Integrated School, Porfirio R. Ponayo and Vicente L. Basit Memorial High School.

NOTES

1. Vincent C. Ga-as, & John Francis P. Luzano (2023). *Academic stress and coping mechanisms among high school students: A systematic review*. Bukidnon State University. International Journal of Education and Research, 11(4), 45–58.
2. Navneet Kaur & Kiran Kumari (2024). Study of aggression among secondary school students in relation to their academic stress and family climate. International Journal of Education, Modern Management, Applied Science & Social Science, 6(2), 126–134.
3. Thomas Steare, Carolina Gutiérrez Muñoz, Alice Sullivan, & Gemma Lewis (2023). The association between academic pressure and adolescent mental health problems: A systematic review. www.sciencedirect.com
4. Sherrie Ann Torres (2023). The number of students suffering from mental health issues is growing. ABS-CBN News. www.abs-cbn.com
5. Shiela Marie Basa (2021). 275 Junior High School Students Fail in the First Quarter of the School Year 2021-2022. Camarines Norte News. <https://camnortenews.com>
6. DepEd Philippines. (n.d.). Republic Act 10533: Enhanced Basic Education Act of 2013. Department of Education. Retrieved February 20, 2026, from. Republic Act 10533: Enhanced Basic Education Act of 2013 | DepEd PH

7. United Nations (ND). Sustainable Development Goal 4: Quality Education. United Nations Sustainable Development Goals. <https://sdgs.un.org/goals/goal4>
8. Department of Education (2020). DepEd recognizes mental health and wellbeing of personnel, conducts MHPSS provisions. <https://www.deped.gov.ph>
9. Cristobella Durette (2020). Definition of Academic Pressure. Academic Pressure from family, society takes toll on Students. Academic & Research News from the Cougar – News on the Daily. <https://thedailycougar.com>
10. Jeremy Suttin (2023). Definition of Performance-Related Pressure. Performance Anxiety: 15 Symptoms, Causes and Treatments. <https://positivepsychology.com>
11. Coursera (2023). Definition of Time Management Pressure. What Is Time Management? 6 Strategies to Better Manage Your Time. Coursera. <https://www.coursera.org>
12. Lela Moore (2022). Definition of Parental pressure. How Too Much Parental Pressure Can Affect Kids' Mental Health. <https://psychcentral.com>
13. Erickson Gabbey & Crystal Rapole (2022). Definition of Emotional and Mental Health Pressure. Aggressive Behavior: Understanding Aggression and How to Treat It. <https://www.healthline.com>
14. Erickson Gabbey & Crystal Rapole (2022). Definition of Aggressive Behavior. Aggressive Behavior: Understanding Aggression and How to Treat It. <https://www.healthline.com>
15. Erickson Gabbey & Crystal Rapole (2022). Definition of Physical Aggression. Aggressive Behavior: Understanding Aggression and How to Treat It. <https://www.healthline.com>
16. Healthline (2023). Definition of Verbal Aggression. Aggressive Behavior: Signs, Causes, and Treatment. Healthline. <https://www.healthline.com>
17. William C. Lloyd (2021). Definition of hostility. Aggression featured in Healthgrades. <https://www.healthgrades.com>
18. Erickson Gabbey & Crystal Rapole (2022). Definition of Anger. Aggressive Behavior: Understanding Aggression and How to Treat It. <https://www.healthline.com>
19. Veneranda Paulo Byerengo (2021). Definition of Public Secondary Schools. <https://www.igi-global.com>

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents various literature and studies that manifested relevance to this present research. As such, this chapter is divided into related literature, local and foreign studies, and the justifications for the conduct of this present study.

Academic Pressure

Students often encounter increasing demands that challenge their ability to cope and adapt. These pressures may stem from expectations to excel academically, manage time effectively, and meet parental standards, while also dealing with emotional and mental strain. Academic pressure can contribute to stress, burnout, and even aggressive behaviors that affect both learning and overall well-being.

An in-depth study by Smith and Johnson (2020) explores the relationship between academic pressure and the mental health of high school students. Their research aimed to understand how varying levels of academic demands influence students' psychological well-being. The study found a notable correlation between increasing academic pressure and worsening mental health among students. Specifically, as the demands of their academic responsibilities grew, through heavier workloads, more rigorous assignments, and higher expectations, students experienced a corresponding rise in symptoms of anxiety and depression. The researchers observed that this relationship was not just a minor trend but a significant finding.

Students who were under intense academic pressure showed a marked deterioration in their mental health, with many exhibiting pronounced anxiety and depressive symptoms. This finding aligns with recent evidence that academic demands are closely linked to adolescent depression and self-harm risks (Lancet Child & Adolescent Health, 2026; UCL News, 2026; Journal of Affective Disorders, 2023).

Building on the insights of Smith and Johnson (2020), Brown (2019) extended the discussion by examining academic pressure within the college setting. His study emphasized how excessive academic demands undermine students' ability to regulate emotions, a skill essential for maintaining psychological balance. Findings revealed that students under significant stress often struggled with emotional regulation, leading to heightened levels of anxiety, stress, and emotional turmoil, thereby underscoring the broader impact of academic pressure on mental health and overall student well-being. On the other hand, Lee (2017) conducted a longitudinal study to investigate the relationship between academic pressure and academic achievement over time. This type of study follows the same subjects for an extended period, allowing researchers to observe changes and trends in their experiences and outcomes.

The research of Lee (2017) found that academic pressure has a complex impact on students' performance. Specifically, the study highlighted that moderate levels of academic pressure can be beneficial, potentially enhancing students' performance. This moderate pressure often acts as a motivating factor, encouraging students to engage more deeply with their studies, set goals, and strive to achieve higher academic standards. In this context, the pressure serves as a catalyst for productive effort and improved outcomes. However, the study also revealed a critical downside to excessive academic pressure. When students are subjected to very high levels of pressure, the benefits observed with moderate pressure can quickly erode. Excessive pressure can lead to burnout, a state of emotional, physical, and mental exhaustion caused by prolonged and intense stress. Burnout significantly impairs students' ability to perform academically, often resulting in reduced academic outcomes. Students experiencing burnout may struggle with fatigue, reduced motivation, and diminished cognitive functioning, which negatively impacts their academic performance.

Subsequently, the study of Garcia and Martinez (2016) investigated the impact of academic pressure on students' sleep patterns. Their study found that high levels of academic pressure are closely associated with poor sleep quality among students. Specifically, students who experience significant academic demands tend to have trouble sleeping, which can manifest as difficulty falling asleep, frequent awakenings during the night, or overall unrestful sleep. Their research demonstrated that this poor sleep quality is not just a minor inconvenience but has broader implications. When students do not get adequate, restorative sleep, it negatively affects their cognitive functions, such as memory, concentration, and problem-solving abilities. As a result, their academic performance often suffers. The study highlighted that sleep deprivation can lead to decreased academic achievement because students are less alert and less able to engage effectively with their coursework.

Furthermore, Chen et al. (2021) conducted a study examining how academic pressure affects students from various cultural backgrounds. Their research found that cultural expectations play a significant role in shaping how academic pressure impacts students. Different cultures have varying standards and norms regarding academic success, which can influence the level and type of pressure students experience. For example, in some cultures, high academic achievement is heavily emphasized and expected, which can intensify the pressure students feel. Conversely, other cultures might place a different level of emphasis on academic performance, affecting students' responses to pressure differently.

Relatively, Chen et al. (2021) observed that these cultural expectations can either amplify or mitigate the effects of academic pressure. In cultures where there is a strong emphasis on academic success, students may experience higher levels of stress and pressure, which can significantly impact their mental health and academic performance. Conversely, in cultures where there is less emphasis on academic achievements, the pressure might be less intense, leading to different stress levels and coping mechanisms.

As stated in the article by Sargunjot Kaur (2024), academic stress can derive from a desire for perfection, parental pressure, sports commitments, or a heavy class load. Nervous breakdowns, panic attacks, burnouts and depression are on the rise among teens and young adults. Academic pressure is not necessarily a bad thing. It can be beneficial in pushing students to rise to challenges in the academic world. However, it can be detrimental in excess. The signs that a student is experiencing excessive academic pressure include extreme competitiveness, obsession with grades, anxiety, working constantly, changes in appetite, difficulty sleeping, inability to relax, abusing stimulants (e.g., caffeine, prescription medications, etc.), refusal to socialize, and loss of interest in previously enjoyed pastimes (Vallejo, 2023). The National Institute of Mental Health (NIMH) reports that approximately 31.9% of adolescents aged 13-18 experience an anxiety disorder, which can be exacerbated by academic stress. Additionally, the Centers for Disease Control and Prevention (CDC) notes that 12.8% of adolescents experience at least one major depressive episode (Bold Health, 2023).

In the Philippines, a significant portion of the youth face immense pressure to excel academically. Consequently, studying has become not just a notable aspect but often the focal point of their lives, playing a huge part in their growth (Dy, 2023). Academic pressure has been found to have a significant impact on the mental health of students in the Philippines. High levels of academic anxiety have been reported among senior high school students, leading to worry, tension, and dread related to academic tasks and settings (Scispace, 2024).

The current study aligns with the mandate of the Department of Education (DepEd) to provide a safe and supportive learning environment for all students, as outlined in the Enhanced Basic Education Act of 2013 (Republic Act No. 10533). Additionally, statistics from previous studies indicate that academic stress is a significant predictor of aggressive behaviors among students (Durette, 2020). Lastly, DepEd Memorandum No. 77, s. 2020 emphasizes the importance of mental health and well-being in schools, underscoring the need for research into factors affecting student behavior. Likewise, Dela Cruz et al. (2021) conducted a study on the prevalence of academic pressure among students in Metro Manila, reporting that 68% experienced high levels of performance-related pressure, while 55% encountered significant challenges in time management. Their findings highlight the widespread nature of academic stress among learners and emphasize the need

for strategies to help students balance academic demands with personal well-being. This study sets the stage for understanding the widespread nature of academic pressures faced by students.

Building on this, Reyes and Santos (2020) investigated parental pressure and found that 72% of students felt considerable pressure from their parents to excel academically, which was linked to increased psychological stress. This finding underscores the significant role that parental expectations play in contributing to students' overall academic pressure. Also, the study by Gao (2023), provides critical insights into how academic stress can lead to burnout among adolescents. The research emphasizes that academic stress not only increases emotional exhaustion but also diminishes students' academic efficacy, with various psychological factors moderating this relationship. This finding highlights the complexity of how academic pressure impacts adolescent well-being and points to the need for targeted mental health support.

Similarly, Saiyad et al. (2023) investigated the impact of academic stress on the mental health of undergraduate medical students. They found that the intense academic demands in medical education significantly increase students' levels of anxiety and psychological stress, underscoring the detrimental effects of academic pressure on this population's mental health. Their findings call attention to the urgency of implementing wellness programs within medical curricula. Also, Adajar (2023) examined the mental health and emotional intelligence of senior high school students and revealed that high academic pressure adversely affects both emotional intelligence and overall mental well-being. The study suggests that students under excessive pressure are more prone to emotional difficulties, which may compromise their coping skills and social interactions.

Expanding on academic stress factors, the study by Galeano-Rojas et al. (2024), found a negative correlation between academic stress and physical activity levels. Moreover, the research showed that students experiencing higher academic stress tend to perform worse academically, with notable gender differences. Females reported higher stress levels and poorer academic outcomes than males. This study underscores the importance of promoting balanced lifestyles to buffer the effects of academic stress. On the other hand, Marco (2023) found that mental health challenges linked to academic pressure significantly reduce students' academic motivation and engagement. This diminished motivation can result in poorer academic performance, highlighting the cyclical effect where stress reduces motivation, which in turn may worsen academic outcomes.

Broadening the perspective, Hussain and Sultan (2019), through their article, identified workload and examination pressure as primary contributors to academic stress. They demonstrated how these stressors negatively impact students' academic performance and psychological health, suggesting universities must address these stress sources proactively. Further supporting these findings, Ali (2021) confirmed that academic stress significantly impairs academic achievement. Their research advocates for institutional strategies to help students manage stress to enhance performance and well-being. Finally, Nguyen and Le (2018) revealed that excessive academic pressure undermines students' motivation and academic functioning. They noted that students under severe pressure tend to experience burnout, reduced engagement, and poorer academic results.

Aggressive Behavior

This behavior among students often emerges as a response to stress, frustration, or unmet emotional needs within the school environment. It can manifest in various forms such as physical aggression, verbal aggression, hostility, and anger, all of which disrupt learning and social interactions. Understanding these behaviors is essential for educators and policymakers to develop strategies that promote discipline, emotional regulation, and a safer school climate.

In Jordan, as in many countries, the pursuit of higher education is pivotal for producing skilled professionals and driving societal progress. However, within the university environment, students often encounter significant pressures and challenges that can impact their mental well-being. Aggression among university students is a pressing concern with potential implications for academic performance, interpersonal relationships, and overall campus atmosphere. Therefore, understanding the predictors and manifestations of aggression is crucial for promoting a safe and supportive learning environment (Adely, Haddad, Al-Husban, & Al-Khoshman, 2019).

As stated by Bethany (2022), aggression, according to social psychology, describes any behavior or act aimed at harming a person or animal or damaging physical property. According to Cherry (2022), aggressive behaviors can be: Physical, like beating, hitting, kicking, or stabbing another person. Damaging property is also a form of physical aggression; Verbal, which may include mocking, name-calling, and yelling; Relational, which is intended to harm another person's relationships. This can include spreading rumors and telling lies about someone else; and Passive-aggressive, like ignoring someone during a social event or offering back-handed compliments.

Passive-aggressive behavior is usually intended to allow harm to come to someone, rather than causing harm directly. Aggression often happens as a natural human response to fear, stress, or a feeling of losing control. One may also respond aggressively if they feel mistreated, frustrated, or unheard. If someone has never learned how to manage their emotions in an effective way, they are more likely to portray aggressive behaviors (Study.com, 2023). According to Björkqvist (2018), while males are more likely to engage in physical aggression, females tend to use indirect forms of aggression. A meta-analytic review found that boys are more physically aggressive, whereas girls are more indirectly aggressive, with both genders using direct verbal aggression equally.

From the study of Berne et al. (2014), adolescents perceived that it is common to be targeted in appearance-related cyberbullying, especially for girls, and that appearance-related cyberbullying is considered to be a potent strategy when attempting to hurt girls. Girls often received comments about being fat, while among boys, it was common to receive comments about looking or seeming "gay." Whereas the study of Kimonis, Sharp, and Hansen (2019) explored the developmental pathways leading to aggressive behavior in children and adolescents. Their research emphasizes the complexity of aggression, highlighting the need for early intervention and tailored treatment strategies to mitigate long-term negative outcomes. Similarly, Hubbard and Coie (2015), found distinct patterns of aggression between genders: males tend to exhibit more physical aggression, whereas females more frequently engage in relational aggression, with both sexes showing similar levels of verbal aggression.

The study of Marsee and Frick (2017) delved into psychological and environmental factors contributing to aggressive behaviors, underscoring the role of emotion regulation and social influences. Complementing this, Cunha, Farias, and Rego (2018) revealed that cyberbullying is a prevalent form of relational aggression, especially impacting adolescent mental health across different cultural contexts. On the other hand, Espelage and Swearer (2016) contribute to this discourse, emphasizing how peer aggression manifests in various forms including physical, verbal, and relational, and discussing its severe implications for school climate and student well-being. Likewise, Klettke, Hallford, and Mellor (2019) in their systematic review, provide evidence linking cyber-aggression with increased risks of depression and suicidal thoughts among youth, highlighting the urgent need for preventative measures.

Adding to this, Coyne, Archer, and Eslea (2014) found that relational aggression, while more common in girls, can have equally harmful effects as physical aggression, affecting victims' social standing and mental health. It was further confirmed by Wang, Nansel, and Iannotti (2017) the strong association between both cyber and traditional bullying and psychological distress in adolescents, underscoring the wide-reaching consequences of aggressive behaviors. On a different side, the study of Smith et al. (2022) explores how exposure to aggressive content on social media platforms influences adolescents' aggressive behaviors over time. The researchers found that increased consumption of violent or aggressive media content significantly predicted both verbal and physical aggression among teenagers, highlighting the growing impact of digital environments on youth aggression. Similarly, Martinez et al. (2023) analyzed environmental stressors such as family conflict and school climate, alongside psychological factors like emotion regulation, in predicting aggressive behaviors among high school students. Results indicated that poor emotion regulation and negative school environments are strong predictors of increased aggression, with notable cultural variations influencing the type and frequency of aggressive acts.

Relationship of Academic Pressure and Aggressive Behavior

The relationship between academic pressures and aggressive behaviors among public secondary school students has been extensively studied across various countries.

In their study, Steare et al. (2023) conducted a systematic review that highlighted the significant contribution of academic pressure to mental health problems such as depression, anxiety, self-harm, and suicidal ideation among students. This finding is supported by Kuzhiyengal Mambra and Kotian (2024), who examined the influence of the school environment on student aggressive behavior, emphasizing that fostering a positive school climate is essential in mitigating such tendencies. Their findings highlight the critical role of supportive educational settings in reducing aggression and promoting healthier student interactions. These underscore the interconnectedness of academic stress and behavioral outcomes, showing how pressures in school settings can escalate into both psychological and social challenges. They further point to the importance of holistic interventions that address not only academic demands but also the overall quality of the learning environment.

On the other hand, Johnson (2021) revealed that well-maintained and safe school environments significantly reduce instances of student aggression. This is complemented by Mgboro et al. (2019), who found a positive correlation between peer group influence and aggressive behavior, suggesting that peer dynamics play a crucial role in shaping student behavior. In an article by Voulgaridou and Kokkinos (2023), relational aggression across different cultural contexts,

highlighting that academic achievement and school ethos significantly impact psychological distress and aggressive behavior among students. Relatively, Weyns et al. (2021) explored the relationship between academic pressure and aggressive behavior, demonstrating that high levels of academic pressure correlate with increased physical and verbal aggression among students.

The relationship between academic pressures and aggressive behaviors among public secondary school students in the Philippines has been explored in various studies, each contributing unique insights into this complex issue. Garcia and Bautista (2019) conducted a study on public secondary schools in Cebu, focusing on the levels of physical and verbal aggression among students. Their research provided valuable insights into the prevalence of these behaviors and highlighted the implications for maintaining discipline and fostering a supportive school environment. Their findings indicated that 40% of students exhibited high levels of physical aggression, while 35% showed significant verbal aggression. This study highlights the manifestation of aggressive behaviors as a response to academic pressures. Further exploring the psychological aspects, Mendoza et al. (2022) examined the relationship between psychological pressure and hostility, finding that students experiencing high psychological pressure were more likely to display hostile behaviors. This connection emphasizes the psychological toll of academic pressure and its impact on students' behavior.

The significant relationship between academic pressure and aggressive behavior was further explored by Santos and Reyes (2021). Their study concluded that higher levels of academic pressure were significantly associated with increased aggressive behavior among students. This finding provides a direct link between the two variables, emphasizing the need for interventions to address academic stress. Moreover, Dela Cruz et al. (2022) investigated the demographic factors influencing academic pressure and aggressive behavior, revealing that older students and those from lower socioeconomic backgrounds experienced higher levels of both. This study adds a demographic dimension to the understanding of academic pressure and aggressive behavior, highlighting the need for targeted interventions.

The reasons behind the surge in aggressive behavior are complex and multifaceted. Factors such as academic pressure, social dynamics, and mental health issues likely contribute to creating an environment ripe for aggression (Hernández-Torrano et al., 2020). This rise in aggressive behavior on college campuses has serious implications. Not only does it jeopardize the safety and well-being of students and faculty, but it also undermines the primary mission of higher education institutions. Universities are meant to be spaces for learning, growth, and intellectual exchange. However, when aggression becomes pervasive, it disrupts this academic environment, creating tensions and inhibiting the free exchange of ideas (Xu, Lem, & Onghena, 2021).

Coping Strategies and Support Mechanism

Students facing academic pressure and aggressive behaviors often rely on coping strategies and support systems to manage stress and maintain emotional balance. Literature emphasizes the importance of both personal coping techniques, such as time management and emotional regulation, and institutional support mechanisms, including counseling services and positive school climates. This section presents relevant studies and frameworks that highlight how effective coping and support can reduce negative outcomes and promote student well-being.

In the study by Nguyen and Wong (2020), they explored how students cope with academic pressure. They highlighted that effective coping mechanisms are vital in managing the stress brought by academic demands. Their findings emphasized two key strategies: utilizing support systems and strengthening time management skills, both of which play a crucial role in helping students maintain balance and resilience in their academic life. Support systems, such as family, friends, and counselors, play a critical role in helping students manage their academic pressure. These support networks provide emotional encouragement, practical advice, and a sense of reassurance, which can alleviate stress and help students navigate their academic challenges more effectively. Time management skills are also essential for coping with academic pressure. By organizing their time efficiently, students can balance their academic responsibilities with other aspects of their lives, reducing the feeling of being overwhelmed. Effective time management helps students plan their study schedules, meet deadlines, and allocate time for relaxation and self-care, all of which contribute to better handling of academic stress. According to Linder (n.d.), academic pressure occurs when learners become overwhelmed by educational demands, often rushing against time and expending more energy to achieve academic goals. Pacific Teen Treatment (n.d.) further notes that such pressure may arise from various sources, including financial constraints, expectations, and grading systems. Papa (2023) adds that the pursuit of excellent grades, college acceptance, and career prospects can intensify this stress, while expectations from parents, teachers, and even the students themselves may create an overwhelming desire to succeed, sometimes at the expense of mental and physical health.

Additionally, Belcher et al. (2024) examined the effectiveness of various coping mechanisms and support systems in mitigating academic stress, finding that students engaged in structured extracurricular activities and receiving emotional

support from teachers and peers exhibited lower levels of aggressive behavior. Subsequently, Wuthrich et al. (2024) provided recommendations for reducing academic pressure and managing aggressive behavior in schools, suggesting the implementation of school-wide mental health programs, promoting positive teacher-student relationships, and enhancing parental involvement to create a supportive learning environment. These studies collectively underscore the complex interplay between academic pressures and aggressive behaviors, highlighting the need for comprehensive interventions to address these issues in public secondary schools. Jagiello et al. (2024) on the other hand, further reviewed high school-based programs aimed at reducing academic stress, finding that cognitive-behavioral therapy (CBT) programs were most effective in alleviating stress and, consequently, aggressive behaviors. The coping mechanisms and support systems used by students to mitigate the effects of academic pressure were also examined by Cruz and Villanueva (2021). Their study found that students who engaged in extracurricular activities and sought support from peers and teachers reported lower levels of aggressive behavior. This suggests that effective coping strategies can play a crucial role in reducing the negative impacts of academic pressure. Furthermore, Ramos and Flores (2020) highlighted the importance of parental support in reducing academic pressure and aggressive behavior, with 60% of students reporting that supportive parents helped them manage stress more effectively. This finding aligns with the earlier study by Reyes and Santos, reinforcing the critical role of family support in managing academic stress.

Academic stress has a negative physiological and social impact on students and may affect their learning and overall performance. Understanding prevalence, contributing factors, and coping strategies will facilitate organizing effective counseling strategies to facilitate students' development and academic and professional success. From an essay titled *Coping Strategies for Academic Stress* by Paul Essay Writer (2024), coping with academic stress is essential for students to maintain their well-being and academic performance. By implementing effective coping strategies such as time management, self-care, seeking support, and maintaining a positive mindset, students can reduce stress levels, improve resilience, and enhance their overall academic experience. It is important for students to recognize the importance of prioritizing their mental and physical health and to actively incorporate coping strategies into their daily routines to navigate the challenges of academic life successfully. In terms of recommendations, Garcia and Bautista (2023) suggested implementing school-based interventions, such as stress management programs and counseling services, to help students cope with academic pressure and reduce aggressive behavior. This practical recommendation is supported by the findings of previous studies, emphasizing the need for systemic support within schools. While Mendoza et al. (2023) emphasized the need for teacher training programs to equip educators with the skills to support students facing academic pressure and aggressive behavior. This recommendation highlights the role of teachers in creating a supportive learning environment and managing student stress.

In their study, Gottschlich and Atapour (2024) emphasize the role of time management, social support, and self-care in alleviating stress and preventing aggression. Meanwhile, Liu et al. (2024) found that physical activity can significantly reduce negative emotions and aggression, while enhancing coping abilities. Additionally, Yehuda et al. (2024), highlighted the potential of digital tools in promoting stress management among parents. Also, Sailo and Varghese (2024), outlined various coping mechanisms like time management and social support to manage academic stress and reduce aggression. On the other hand, Zhao et al. (2024) found in their study that self-efficacy and gender significantly influence the ability to cope with academic stress and prevent aggressive behaviors. Also reiterated the importance of time management, relaxation techniques, and social support in managing academic pressure and aggression in their comprehensive review of academic stress sources and effects. These underscore the critical role of coping strategies and support mechanisms in mitigating academic pressure and its associated aggressive behaviors.

Synthesis of the State-of-the-Art

The reviewed studies were synthesized to establish their relevance to the present study. They were found to be related as they similarly addressed issues of academic pressure and aggressive behavior among learners. The following works provide insights that support and strengthen the present investigation.

Regarding academic pressure, previous studies converge on its negative impact on students' mental health, with Smith and Johnson (2020), Brown (2019), and Lee (2017) all acknowledging its role in fostering stress, anxiety, and burnout. Brown (2019) specifically highlighted difficulties in emotional regulation, while Lee (2017) offered a nuanced view, noting that moderate pressure can enhance performance but excessive demands lead to burnout, a finding consistent with Garcia and Martinez (2016), who linked academic stress to poor sleep quality and impaired cognition. Chen et al. (2021) added that cultural context shapes how pressure affects students, whereas Kaur (2023), Dy (2023), and Scispace (2024) confirmed rising anxiety among youth, particularly in the Philippines. Similarly, Gao (2023), Patel et al. (2023), and Adajar (2023) emphasized burnout and emotional struggles, while Galeano-Rojas et al. (2024) and Marco (2023) associated academic stress with reduced motivation and activity levels. Finally, Hussain and Sultan (2019), Ali (2021), and Nguyen and Le (2018) underscored the detrimental effects of academic stress on performance and collectively called for stronger support

systems to help students cope with academic demands. Discussing aggression, Adely et al. (2019), Bethany (2022), and Cherry (2022) similarly defined aggression in broad terms, linking it to stress and poor emotional control. Björkqvist (2018) and Berne et al. (2014) highlighted gender differences, noting that males tend to display more physical aggression while females are more prone to relational aggression. Kimonis et al. (2019), Hubbard and Coie (2015), and Marsee and Frick (2017) emphasized developmental and psychological factors, stressing the importance of early intervention to prevent long-term behavioral issues. Cunha et al. (2018), Espelage and Swearer (2016), and Klettke et al. (2019) focused on the mental health consequences of cyberbullying, underscoring its role as a modern form of aggression. Coyne et al. (2014) and Wang et al. (2017) confirmed the harmful effects of relational aggression, particularly in undermining social relationships and emotional well-being. More recent studies by Smith et al. (2022) and Martinez et al. (2023) linked social media use and school climate to heightened aggression, with cultural differences further shaping how these behaviors manifest across contexts.

The studies by Steare et al. (2023) and Kuzhiyengal Mambra and Kotian (2024) connected academic pressure to both mental health issues and aggression, underscoring the importance of school climate in shaping outcomes. Johnson (2021) and Mgboro et al. (2019) similarly found that safe school environments and peer influence significantly affect aggressive behavior. Voulgaridou and Kokkinos (2023) emphasized the role of academic achievement in contributing to psychological distress, while Weyns et al. (2021) directly linked high academic pressure to aggression. Filipino studies by Garcia and Bautista (2019), Mendoza et al. (2022), Santos and Reyes (2021), and Dela Cruz et al. (2022) confirmed this association, adding that demographic factors further influence its intensity. Hernández-Torrano et al. (2020) and Xu et al. (2021) highlighted the complexity of causes behind rising aggression on campuses, pointing to multiple interacting variables. Finally, Ramirez (2023) and Johnson (2024) reinforced academic stress as a strong predictor of aggression, urging early interventions to prevent escalation and promote healthier student outcomes. For coping strategies, support mechanisms, and solutions, Nguyen and Wong (2020) emphasized the importance of support systems and time management in helping students cope with academic pressure, a theme echoed by Belcher et al. (2024) and Wuthrich et al. (2024), who recommended school-wide mental health programs and positive teacher–student relationships. Jagiello et al. (2024) added that cognitive-behavioral therapy (CBT) programs are particularly effective in reducing stress and aggression, while Cruz and Villanueva (2021) and Ramos and Flores (2020) highlighted the role of extracurricular activities and parental support in mitigating academic pressure. Similarly, Paul Essay Writer (2024) reaffirmed the necessity of time management, self-care, and seeking support to maintain well-being under academic stress. Garcia and Bautista (2023) and Mendoza et al. (2023) stressed the importance of school-based interventions and teacher training programs as key mechanisms for preventing aggressive behavior and supporting students under pressure. Finally, Gottschlich and Atapour (2024) and Liu et al. (2024) underscored the value of physical exercise in reducing negative emotions and aggression, thereby enhancing students' coping abilities and resilience.

Gap Bridged by the Study

Despite the extensive body of research on academic pressure and aggressive behavior, the present study bridges a critical gap by focusing specifically on public secondary school students, a population often overlooked in favor of broader contexts or private institutions. While earlier studies have established links between academic stress, mental health issues, and aggression, limited attention has been given to how these pressures uniquely manifest in public schools, where socioeconomic conditions, resource availability, and support systems differ significantly. This study addresses that gap by examining the interplay of academic demands, school climate, and coping mechanisms within public secondary schools, thereby capturing the distinct challenges faced by students in these settings. Furthermore, it goes beyond merely identifying the problem by evaluating the effectiveness of coping strategies and support interventions, such as school programs, peer support, and teacher training, within this specific educational context. In doing so, the study provides targeted recommendations for educators and policymakers aimed at reducing academic pressure, mitigating aggressive behavior, and ultimately improving student well-being and school environments, making it a valuable contribution to the existing literature.

Theoretical Framework

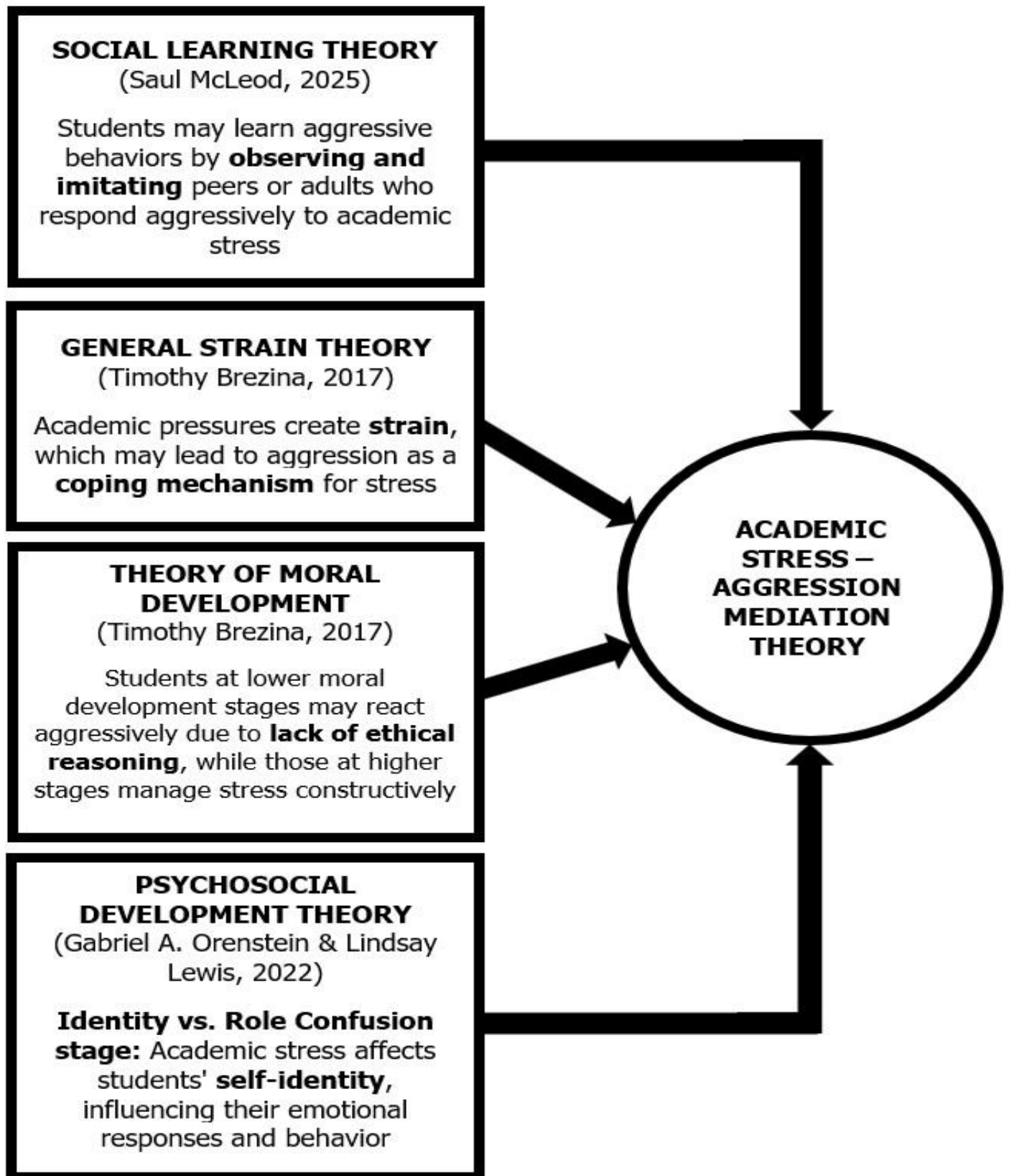


Figure 1

THEORETICAL PARADIGM

To better understand the study, four pertinent theories provide a comprehensive foundation. Social Learning Theory explains how students may acquire aggressive responses through observation and reinforcement within their environment. General Strain Theory highlights how stressors, such as academic demands, can lead to frustration and potentially aggressive behavior when coping resources are limited. Theory of Moral Development emphasizes the role of moral reasoning in guiding student behavior, suggesting that inadequate moral development may increase susceptibility to

aggression under pressure. Finally, Psychosocial Theory underscores the importance of developmental stages and social interactions, showing how unresolved conflicts in adolescence can manifest as aggression when compounded by academic stress.

The **Social Learning Theory**, proposed by Bandura in 1977, explains that individuals acquire behaviors through observation, imitation, and modeling (McLeod, 2025). Bandura argued that aggression, like other behaviors, can be learned by watching others, especially when such actions are rewarded or reinforced. This perspective emphasizes the role of environmental influences, such as peers, teachers, or family members, in shaping how students respond to stress and challenges. More recent interpretations continue to affirm that aggressive tendencies may be socially transmitted, particularly in contexts where stress and pressure are prevalent, and where aggressive responses are normalized or gain attention.

In relation to the present study, this theory supports the idea that students experiencing academic pressure may adopt aggressive behaviors if they observe peers or adults responding to stress in similar ways and receiving reinforcement for such actions. Within public secondary schools, where competition, limited resources, and peer dynamics are strong, the likelihood of modeling aggressive responses increases. Thus, Social Learning Theory provides a framework for understanding how academic stress can translate into aggression through learned behaviors, highlighting the importance of positive role models and constructive coping strategies in school environments.

The **General Strain Theory**, developed by Agnew in 1992, explains that individuals who experience stress or strain are more likely to engage in deviant behaviors, including aggression (Brezina, 2017). Agnew identified three major types of strain: the failure to achieve positively valued goals, the removal of positively valued stimuli, and the presentation of negative stimuli. These forms of strain create frustration and negative emotions, which, when left unmanaged, can lead to maladaptive responses such as aggression. More recent applications of the theory continue to emphasize how academic stressors, such as unmet expectations, poor grades, or loss of support, can serve as strains that heighten the risk of aggressive behavior among students.

This theory supports the idea that academic pressures in public secondary schools can act as significant stressors that trigger aggression. Students who struggle to meet academic goals, face the removal of supportive resources, or encounter negative stimuli such as harsh grading systems may experience heightened frustration. Without effective coping mechanisms, this frustration can manifest as aggression toward peers, teachers, or even themselves. Thus, the theory provides a valuable framework for understanding how academic stress translates into aggressive behaviors, highlighting the need for interventions that reduce strain and promote healthier coping strategies within the school environment.

Kohlberg's **Theory of Moral Development**, introduced in 1958, explains how individuals develop a sense of right and wrong through progressive stages of moral reasoning (Cherry, 2025). The theory is structured into three main levels: the pre-conventional stage, where decisions are guided by rewards and punishments; the conventional stage, where individuals conform to societal rules and expectations; and the post-conventional stage, where morality is shaped by personal principles and justice. Kohlberg emphasized that moral reasoning improves with age and experience, suggesting that ethical maturity evolves as individuals encounter diverse social and personal challenges. Contemporary applications of the theory continue to highlight its relevance in understanding how adolescents navigate moral dilemmas, particularly in school settings where peer influence and institutional rules strongly shape behavior.

In relation to the current study, this theory provides a valuable lens for examining how students respond to academic pressures and the potential for aggressive behavior. Learners in lower stages of moral development may resort to aggression due to fear of punishment, peer pressure, or limited reasoning skills, while those in higher stages are more likely to manage stress ethically through problem-solving, self-discipline, and principled decision-making. By framing aggression within the context of moral reasoning, Kohlberg's theory underscores the importance of fostering moral growth among students, thereby equipping them with healthier coping strategies to handle academic stress and reducing the likelihood of aggressive responses in public secondary schools.

Psychosocial Development Theory, proposed in 1950, explains that individuals progress through distinct stages of development, each characterized by a central challenge that shapes personality and behavior (Orenstein & Lewis, 2022). For adolescents, the critical stage is Identity vs. Role Confusion, where they attempt to establish a clear sense of self while balancing academic responsibilities, relationships, and societal expectations. Successfully navigating this stage fosters confidence and stability, while failure often results in confusion, insecurity, and heightened stress. Contemporary applications of Erikson's theory continue to emphasize how unresolved identity struggles during adolescence can manifest in maladaptive behaviors, particularly when compounded by external pressures such as school demands.

Applied to the current study, Erikson's framework offers insight into how academic stress influences students' self-identity and behavioral responses. Those struggling with identity formation may react aggressively due to frustration, insecurity, or difficulty reconciling academic expectations with personal goals. Conversely, students who receive strong support from teachers, family, and peers are more likely to develop a positive identity, enabling them to manage academic pressure constructively without resorting to aggression. In this way, Psychosocial Development Theory underscores the importance of supportive environments in shaping healthier coping strategies and reducing aggressive behaviors among public secondary school students.

As a result, students react to academic pressure in different ways, depending on their ability to manage emotions and the support they receive. Those students who struggle with frustration and lack proper support may develop learned aggression, using anger or hostility as a way to cope negatively. Without guidance, they may experience identity confusion and resort to aggressive behaviors, which can harm their academic and social well-being. However, with strong moral reasoning, good emotional control, and supportive environments develop healthy coping strategies that eventually lead to reduced academic pressure and managed aggressive behavior.

Integrating insights from the above-mentioned theories, the researcher proposes the **Academic Stress–Aggression Mediation Theory**, which explains that academic pressures influence student aggression indirectly through mediating factors such as moral reasoning, identity formation, and coping strategies. Students with weak moral grounding, poor emotional regulation, or limited support systems are more likely to respond to stress with hostility or verbal aggression, while those with stronger ethical reasoning, positive identity development, and constructive coping mechanisms transform academic stress into resilience and adaptive behavior. This unified framework emphasizes the role of supportive environments and personal development in shaping student responses to academic demands, offering a practical lens for designing interventions that reduce aggression and promote well-being alongside academic success.

Conceptual Framework

The framework was drawn up by the researcher to ensure the realization of desired outcomes for the study. The present study is structured using the Input-Process-Output (IPO) model, as presented in Figure 2. This model systematically outlines the study's framework by breaking down the key components into three stages: Input, Process, and Output.

Input. The foundation of the study Academic Pressures and Aggressive Behaviors of Students in Public Secondary Schools rests on identifying the levels of academic pressure experienced by students, which include performance-related demands, challenges in time management, parental expectations, and emotional or mental health concerns.

It also examines the extent of aggressive behaviors manifested through physical aggression, verbal aggression, hostility, and anger. Alongside these, the study incorporates recommendations aimed at reducing academic pressure and managing aggressive tendencies, thereby establishing a comprehensive base for exploring the interplay between stress and behavior in the school setting.

Process. The research process began with the collection of data, which was then subjected to validation to ensure accuracy and completeness. Following this, the information was systematically tabulated using descriptive and inferential statistics to provide a clear representation of the findings. Data analysis employed both descriptive-correlational and descriptive-comparative approaches: the correlational method was used to identify and measure relationships between academic pressure and aggression, while the comparative method examined differences across groups or conditions.

Finally, interpretation of the results was carried out to draw meaningful conclusions, linking the findings directly to the research questions and hypotheses, and providing a deeper understanding of the dynamics between academic stress and aggressive behavior.

ACADEMIC PRESSURES AND AGGRESSIVE BEHAVIORS OF STUDENTS IN PUBLIC SECONDARY SCHOOLS

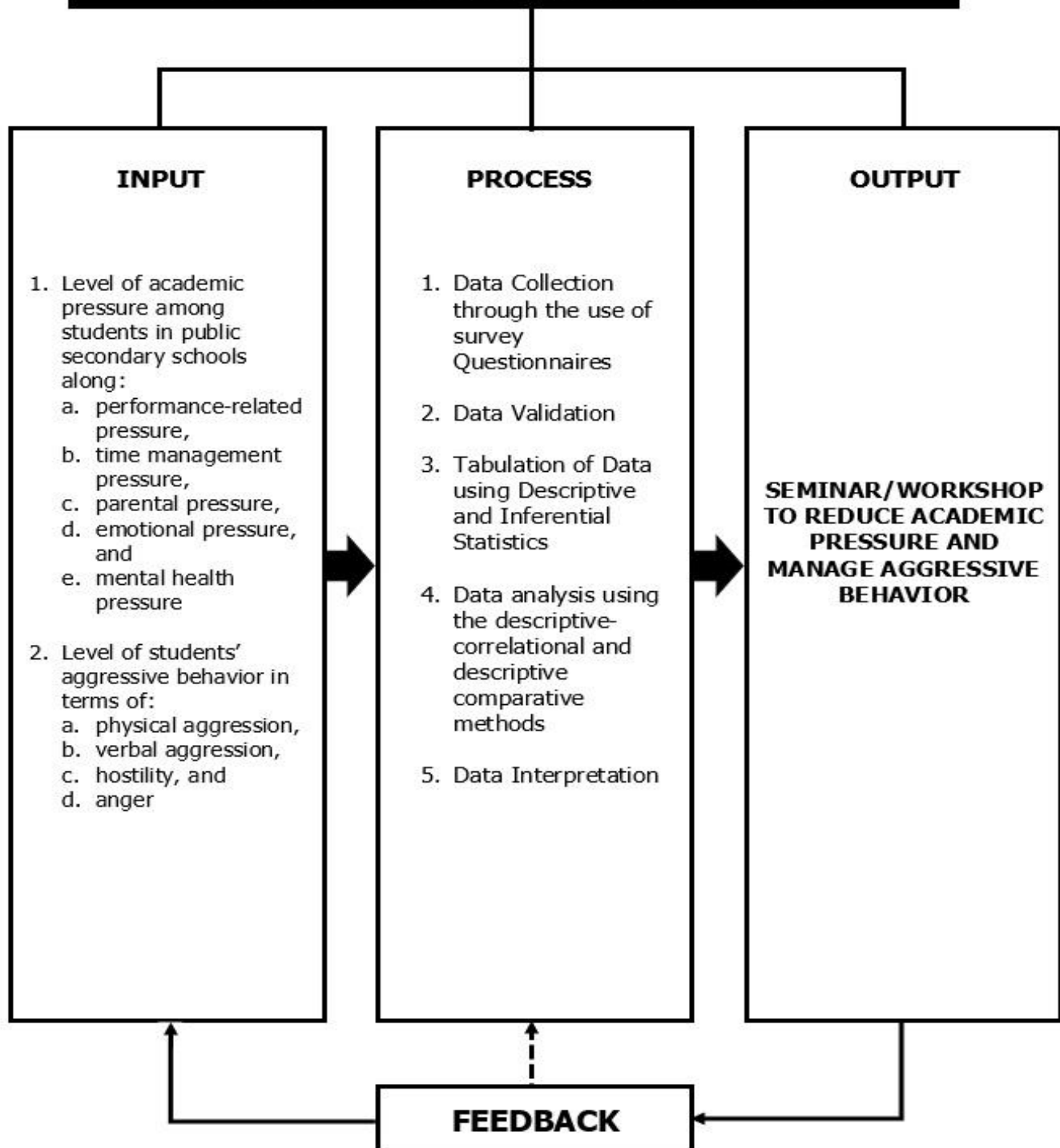


Figure 2

CONCEPTUAL PARADIGM

Output. The culmination of the study was the development of a practical intervention in the form of a proposed seminar and workshop program designed to help reduce academic pressure and manage aggressive behavior among public secondary school students. This output was directly informed by the findings of the research, ensuring that the recommendations were evidence-based and tailored to the specific needs of the school context. By feeding back into the initial input, the proposed intervention closes the research cycle, offering actionable solutions that can improve student well-being, foster healthier coping mechanisms, and create a more supportive school environment.

The **Feedback** component ensures that the results of the proposed seminar or workshop are not the endpoint but rather a continuous cycle of improvement. Once the intervention is implemented, its effectiveness in reducing academic pressure and managing aggressive behavior is evaluated and the insights gained are fed back into the input stage. This cyclical process allows the study to refine its understanding of students' academic pressures and aggressive tendencies, adjust strategies based on observed outcomes, and strengthen future interventions. In this way, feedback serves as a vital mechanism for sustaining relevance, enhancing program impact, and promoting ongoing development in public secondary schools.

NOTES

1. M. Johnson, L. Smith, & K. Wilson (2020). Academic pressure and self-perception in students. *Journal of Educational Development*, 28(3), 188-203.
2. Brown (2019). The effects of academic pressure on college students' emotional regulation. *College Student Journal*, 53(1), 85-99.
3. Lee (2017). Academic pressure and academic achievement: A longitudinal study. *Journal of Educational Psychology*, 109(6), 902-915.
4. M. Garcia, & R. Martinez (2016). Academic pressure and its effects on sleep patterns. *Journal of Sleep Research*, 25(4), 450-460.
5. L. Chen, M. Garcia, & R. Martinez, (2021). Cultural variations in academic pressure and their impact on students. *International Journal of Education Research*, 63(2), 112-128.
6. Kaur Sargunjit (2024). Academic Pressure. Sutter Health. <https://www.sutterhealth.org>
7. Michael Vallejo (2023). Academic Pressure: Causes, Effects, and Coping Strategies. <https://mentalhealthcenterkids.com>
8. Bold Health (2023). Coping with Academic Pressure: Tips from a Teen Psychiatrist. <https://boldhealthinc.com>
9. Andreanna Dy (2023). Academic pressure and role of support systems. *The Manila Times*. <https://www.manilatimes.net>
10. Scispace (2024). How does academic pressure affect mental health and of students in the Philippines? <https://typeset.io/questions/how-does-academic-pressure-affect-mental-health-and-of-hobg87ceo1>
11. Philippines Qualification Framework (ND). Republic Act No. 10533. Enhanced Basic Education Act of 2013. <https://pqf.gov.ph>
12. J. Dela Cruz, et al. (2021). Academic Pressure and Its Impact on Students in Metro Manila. *Philippine Journal of Educational Research*. <https://educ.upd.edu.ph>
13. M. Reyes, & L. Santos (2020). Parental Pressure and Psychological Stress among Filipino Students. *Journal of Philippine Psychology*. <https://www.frontiersin.org>
14. Xinhang Gao (2023). Academic stress and academic burnout in adolescents: A moderated mediating model. *Frontiers in Psychology*. <https://pmc.ncbi.nlm.nih.gov>
15. Shaista Saiyad et. al. (2023). Impact of academic stress on mental health of undergraduate medical students: A cross-sectional study. *International Journal of Academic Medicine and Pharmacy*. <https://www.researchgate.net>
16. Angel Adajar (2023). Mental health and emotional intelligence of senior high school students: A correlational study. *Psychology and Education: An Interdisciplinary Journal*. <https://ejournals.ph>
17. Dilan Galeano-Rojas et. al. (2024). Association between academic performance, physical activity, and academic stress in compulsory secondary education: An analysis by sex. *Children*. <https://www.mdpi.com>
18. Jiesel Marco (2023). Mental health and academic motivation among third-year college TES grantees. *Psychology and Education: An Interdisciplinary Journal*. <https://philarchive.org>
19. S. Hussain & S. Sultan (2019). Academic stress and its sources among university students. *Journal of Educational Psychology*, 10(1), 52-66. <https://eric.ed.gov>
20. Yasir Ali et. al. (2021). The effect of academic stress on students' academic performance at the university level. *Research Journal of Social Sciences and Economics Review*. <https://ojs.rjsser.org.pk>
21. Nguyen et. al. (2018). Academic pressure and its influence on students' academic achievement in Vietnam. *International Journal of Higher Education*, 7(1), 48-56. <https://eric.ed.gov>
22. F. Adely, A. Haddad, A.H. Al-Husban, & A. Al-Khoshman (2019). Getting in and getting through: Navigating higher education in Jordan *Comparative Education Review*, 63 (1) (2019), pp. 79-97
23. Bethany Juby (2022). Aggressive Behavior: Understanding Aggression and How to Treat It. <https://www.healthline.com>

24. Kendra Cherry (2022). What is Aggression. Very Well Mind. <https://www.verywellmind.com>
25. Study.com (2023). Aggression Definition, Types & Causes – Lesson. <https://study.com>
26. Kaj Björkqvist (2018). Gender Differences in Aggression. Published on Science Direct. <https://www.sciencedirect.com>
27. Sofia Berne, Ann Frisé, & Johanna Kling (2014). Appearance-related cyberbullying: a qualitative investigation of characteristics, content, reasons, and effects. Published at the National Library of Medicine. <https://pubmed.ncbi.nlm.nih.gov>
28. E. R. Kimonis, C. Sharp, & S. Hansen (2019). Aggression and Conduct Problems in Youth: Developmental Perspectives and Treatment Strategies. *Child and Adolescent Psychiatric Clinics of North America*.
29. J. A. Hubbard & J. D. Coie (2015). Gender Differences in Physical and Relational Aggression in Childhood and Adolescence. *Journal of Applied Developmental Psychology*.
30. M. A. Marsee & P. J. Frick (2017). Understanding Aggression and Conduct Problems in Children and Adolescents. *Clinical Psychology Review*. <https://doi.org>
31. F. Cunha, A. Farias, & C. Rego (2018). Cyberbullying and Relational Aggression: A Cross-Cultural Study Among Adolescents. *Computers in Human Behavior*. <https://doi.org>
32. D. L. Espelage & S. M. Swearer (2016). *Bullying in Schools: The Role of Peer Aggression and Victimization*. Springer.
33. B. Klettke, D. J. Hallford, & D. J. Mellor (2019). Cyberbullying, Depression and Suicidal Ideation: A Systematic Review. *Computers in Human Behavior*.
34. S. M. Coyne, J. Archer, & M. Eslea (2014). Relational Aggression in Children and Adolescents: Gender Differences and Consequences. *Journal of School Psychology*.
35. J. Wang, T. R. Nansel, & R. J. Iannotti (2017). Cyberbullying, School Bullying, and Psychological Distress: A National Study of U.S. Adolescents. *Pediatrics*.
36. Emily Smith et.al. (2022). The Role of Social Media Exposure in Adolescent Aggressive Behavior: A Longitudinal Study. <https://www.sciencedirect.com/>
37. Carlos Martinez et. al. (2023). Environmental and Psychological Predictors of Aggression in High School Students: A Cross-Cultural Study. <https://link.springer.com>
38. T. Steare, C. G Muñoz, A. Sullivan, & G. Lewis (2023). The association between academic pressure and adolescent mental health problems: A systematic review. *Journal of Affective Disorders*, 339, 302–317.
39. Kuzhiyengal Mambra, A. J., & Kotian, S. (2024). The Effects of School Environment on Student Aggressive Behavior: A Comprehensive Review. SSRN. <https://papers.ssrn.com>
40. E. Johnson (2021). Impact of School Infrastructure on Aggressive Behavior. *International Journal of Educational Research*. <https://files.eric.ed.gov>
41. U. Mgboro, F. A. Otubo, & Uda, H. U. (2019). Relationship between Peer Group Influence and Aggressive Behaviour among Senior Secondary School Students. *IOSR Journal of Research & Method in Education*, 9(4), 49-53. <https://www.iosrjournals.org>
42. Voulgaridou, & C. M. Kokkinos (2023). Relational Aggression in Adolescents Across Different Cultural Contexts: A Systematic Review of Literature. *Adolescent Research Review*, 8, 457–480. <https://link.springer.com>
43. T. Weyns et al. (2021). Peer Effects on Engagement and Disengagement: Differential Impacts on Academic and Aggressive Behaviors. *Frontiers in Psychology*. <https://www.frontiersin.org>
44. R. Garcia, & A. Bautista (2019). Levels of Aggression among Students in Cebu. *Cebu Journal of Education*.
45. P. Mendoza et al. (2022). Psychological Pressure and Hostility in Public Secondary Schools. *Philippine Journal of Social Sciences*. <https://journals.upd.edu.ph>
46. L. Santos, & M. Reyes (2021). Relationship between Academic Pressure and Aggressive Behavior. *Journal of Philippine Psychology*.
47. Dela Cruz, et al. (2022). Demographic Factors Influencing Academic Pressure and Aggressive Behavior. *Philippine Journal of Educational Research*.
48. Hernández et. al. (2020). Mental Health and well-being of university students: A bibliometric mapping of the literature. <https://www.sciencedirect.com/>
49. Xu, S. Lem, P. Onghena (2021). Examining developmental relationships between utility value, interest, and cognitive competence for college statistics students with differential self-perceived mathematics ability. <https://www.sciencedirect.com/>
50. S. Kharche, A. Pranita, A.V. Phadke, & AR Joshi (2012). Evaluation of examination stress in I MBBS medical students. *NJIRM*. 2012;3:27–31.
51. H. Nguyen, & T. Wong (2020). Coping strategies for academic pressure. *Journal of Student Support*, 8(3), 149-164.
52. Jean Linder (2024). The Consequences of Academic Pressure on Students' Mental Health. *Transformations Care Network*. <https://www.transformationsnetwork.com>

52. Kristin M. Papa (2023). 6 tips to manage the effects of academic pressure on students. Living openhearted. <https://www.livingopenhearted.com>
53. J. Belcher, A. Neelakandan, K. Boyd, & V. M. Wuthrich (2024). Coping Mechanisms and Support Systems in Mitigating Academic Stress. *Journal of School Psychology*.
54. V. M. Wuthrich et al. (2024). Recommendations for Reducing Academic Pressure and Managing Aggressive Behavior in Schools. *Journal of Educational Psychology*. <https://link.springer.com>
55. T. Jagiello, J. Belcher, A. Neelakandan, K. Boyd, & V. M. Wuthrich (2024). Academic Stress Interventions in High Schools: A Systematic Literature Review. *Child Psychiatry & Human Development*. <https://link.springer.com>
56. Cruz & J. Villanueva (2021). Coping Mechanisms and Support Systems for Academic Pressure. *Journal of Philippine Education*. <https://www.semanticscholar.org>
57. S. Ramos & T. Flores (2020). Parental Support and Academic Stress Management. *Philippine Journal of Family Studies*.
58. Paul Essay Writer (2024). Coping Strategies for Academic Stress. <https://medium.com>
59. R. Garcia & A. Bautista (2023). Recommendations for Reducing Academic Pressure. *Cebu Journal of Education*.
60. P. Mendoza et al. (2023). Teacher Training Programs for Supporting Students. *Philippine Journal of Social Sciences*. Link
61. Gottschlich, & N. Atapour (2024). Experiences of Academic Stress and Coping Mechanisms in High-Achieving Students. *KMAN Counseling and Psychology Nexus*, 2(2), 19–26
62. Y. Liu, et al. (2024). Exploring the Impact of Physical Exercise on Mental Health Among Female College Students. *Frontiers in Psychology*.
63. Ben Yehuda, C., et al. (2024). Improving Engagement and Efficacy of mHealth Micro-Interventions for Stress Coping: An In-The-Wild Study.
64. Sailo, & D. Varghese (2024). Academic Stress, Its Sources, Effects, and Coping Mechanisms Among College Students. *International Journal of Science & Healthcare Research*, 9(3), 124–132.
65. Z. Zhao, et al. (2024). Student Self-Management, Academic Achievement: Exploring the Mediating Role of Self-Efficacy and the Moderating Influence of Gender.
66. Sailo & D. Varghese (2024). Academic Stress, Its Sources, Effects, and Coping Mechanisms Among College Students. *International Journal of Science & Healthcare Research*, 9(3), 124–132.
67. Saul McLeod (2025). Albert Bandura's Social Learning Theory. *Simply Psychology*. <https://www.simplypsychology.org>
68. Timothy Brezina (2017). General Strain Theory. *Oxford Research Encyclopedias*. <https://oxfordre.com>
69. Kendra Cherry (2025). Kohlberg's Theory of Moral Development. *Very Well Mind*. <https://www.verywellmind.com>
70. Gabriel A. Orenstein & Lindsay Lewis (2022). Erikson's Stages of Psychosocial Development. <https://www.ncbi.nlm.nih.gov>

METHODS AND PROCEDURES

This chapter presents the methodology and techniques employed, specifically identifying the respondents, data gathering procedure, and the statistical tools applied in this study.

Methods Used

The study utilized descriptive-correlational and comparative methods of research. The descriptive method was used to provide a clear picture of the phenomena under investigation by systematically presenting and summarizing data. It described the levels of academic pressure experienced by students, such as performance-related demands, time management challenges, parental expectations, and emotional or mental health concerns, as well as the forms of aggressive behavior observed, including physical aggression, verbal aggression, hostility, and anger. The study captured the general patterns and tendencies among respondents, offering a baseline understanding of the issues before moving into deeper analysis.

The correlational method was employed to determine whether a significant relationship exists between academic pressure and aggressive behavior. This approach measures the strength and direction of the association between the two variables, allowing the researchers to explain how they are linked. The study established whether higher levels of academic pressure correspond to increased aggressive tendencies among students. This method identifies how they interact, providing evidence of whether academic stress contributes to aggression in measurable ways.

The comparative method was used to identify differences across groups and aspects within the data. It examined variations in academic pressure based on factors such as workload, expectations, or deadlines, as well as differences among respondents according to demographic or academic characteristics. It also compared aggressive behaviors across different groups to determine whether significant distinctions exist. This approach highlighted both the overall relationship between academic pressure and aggression and the subtle differences in how these issues appear across diverse student groups.

Respondents of the Study

The respondents of this study are Senior High School Grade 11 and Grade 12 students enrolled in six (6) public secondary schools in Daet, Camarines Norte, including Alawihao National High School, Camarines Norte Senior High School, Camarines Norte National High School, Moreno Integrated School, Porfirio R. Ponayo, and Vicente L. Basit Memorial High School.

Senior high school students were chosen as respondents because they are directly experiencing academic demands and pressures, making them suitable participants in answering questions related to the level of academic pressure and aggressive behavior. The findings from their responses serve as the basis for recommendations aimed at reducing academic pressure and managing aggressive behavior in public secondary schools.

Table 1
Distribution of Respondents

Group	Actual Population	Sample Size	Percent
A. Alawihao National High School	124	16	4.79
B. Camarines Norte Senior High School	550	72	21.60
C. Camarines Norte National High School	1023	135	40.40
D. Moreno Integrated School	703	93	27.80
E. Porfirio R. Ponayo High School	55	7	2.10
F. Vicente L. Basit Memorial High School	86	11	3.29
Total	2541	334	100

To determine the actual population of respondents, the researcher requested enrollment data from the registrar's office of each school, based on the Learners' Information System (LIS). The total population across the six schools was 2,541 students. Using an online sample size calculator with a 5% margin of error and 95% confidence level, the sample size was reduced to 334 students. To ensure fair representation, the researcher applied proportionate random sampling, which allocated the number of respondents per school according to their actual enrollment size. The study employed proportionate random sampling to ensure that each school was represented according to its actual student population.

Within each school, the grade level coordinators and guidance counselors played a crucial role in endorsing the respondents. They carefully identified and recommended Grade 11 and Grade 12 students from different tracks and strands, depending on the number of respondents needed per school. This process guaranteed that the sample was not only proportionate but also inclusive of diverse academic tracks, thereby strengthening the reliability and representativeness of the data collected.

From this distribution, Camarines Norte National High School had the highest number of respondents with 135 students or 40.40%, followed by Moreno Integrated School with 93 students or 27.80%, Camarines Norte Senior High School with 72 students or 21.60%, Alawihao National High School with 16 students or 4.76%, Vicente L. Basit Memorial High School with 11 students or 3.29%, and Porfirio R. Ponayo High School with 7 students or 2.10%.

Demographic Profile of the Respondents

Employing frequency count and percentage, the demographic profile of senior high school Grade 11 and Grade 12 students in 6 Public Secondary Schools in Daet, Camarines Norte in terms of age, sex, and socio-economic status (parent's monthly income) was obtained to provide background information about the respondents, as presented in Table 2.

In terms of age, most respondents belonged to the ages 16 – 17 years old with a frequency of 272 or 81.4%, followed by students in the ages 18 – 19 years old with a frequency of 57 or 17.1%, while the least belonged to the ages of 15 years old and below with 5 frequencies or 1.5%. Concerning gender, results revealed the highest frequency of 188 or 56.3% female respondents, while there were 146 frequencies of 43.7% male respondents.

Table 2
Demographic Profile of Respondents

Attributes	Frequency (n=334)	Percent
Age		
15 years old and below	5	1.5
16 - 17 years old	272	81.4
18 -19 years old	57	17.1
Gender		
Male	146	43.7
Female	188	56.3
Socio-economic Status		
Very low (less than PHP 9,100 per month)	111	33.2
Low (PHP 9,100 to PHP 18,200 per month)	96	28.7
Low middle (PHP 18,201 to PHP 36,400 per month)	67	20.1
Middle (PHP 36,401 to PHP 63,700 per month)	40	12.0
Upper Middle (PHP 63,701 to PHP 109,200 per month)	13	3.9
Upper (PHP 109,201 to PHP 182,000 per month)	2	0.6
Rich (above PHP 182,000 per month)	5	1.5

As to socio-economic status via monthly income, most students belong to a family with Very Low Income (less than PHP 9,100 per month), having a frequency of 111 or 33.2%, followed by 96 frequencies or 28.7% of students having Low income (PHP 9,100 to PHP 18,200 per month). Additionally, there are 67 or 20.1% having Low middle (PHP 18,201 to PHP 36,400 per month) followed by 40 frequencies or 12.0% respondents having Middle Income (PHP 36,401 to PHP 63,700 per month) and there are 13 or 3.9% classified with Upper Middle Income (PHP 63,701 to PHP 109,200 per month) and there are least number of students with 5 frequencies or 1.5% who are rich (above PHP 182,000 per month) and 2 or

0.6% with Upper income (PHP 109,201 to PHP 182,000 per month). The results above indicate that, as to demographic profiles of the senior high school students in 6 public secondary schools in Daet, Camarines Norte, the majority were underage, in the adolescent period, female, and had a very low monthly income of less than PHP 9,100 per month.

Data Gathering Procedures

To realize the objectives of the study, it adheres to a set of processes. Several steps undertaken are as follows:

Firstly, the researcher's proposed title underwent validation from the thesis adviser, and upon checking its contents, it was finalized. Upon passing the proposal, the title was approved, and before the conduct of the survey, a letter request to conduct the study was made by the researcher, asking permission from the Schools Division Superintendent of the Department of Education Schools Division Office of Camarines Norte. After being acknowledged, a letter seeking permission to conduct the survey was sent to the principal of 6 secondary schools in Daet, Camarines Norte, attached with a copy of the questionnaires and acknowledgement receipt from the DepEd SDO Superintendent. Then, once permission was granted by the 6 principal/school heads of public secondary schools, the distribution of the validated and formulated questionnaire to the respondents was done to collect data related to problems of the study. The researcher personally distributed the questionnaire to the endorsed set of respondents depending on the students' availability (during scheduled vacant time) and immediately collated the same after it was filled out by the respondents. The researcher also conducted unstructured interviews to validate some important information that needs clarity from the respondents.

After gathering the questionnaires, data were tallied with the help of the statistician and presented through the use of tables. Then, results were analyzed and interpreted with the use of descriptive and inferential statistics to come up with proposing recommendations to reduce academic pressure and manage aggressive behavior in public secondary schools based on the findings of the study.

Data Gathering Tools

This research utilized effective instrumentation such as survey questionnaires derived from various sources and modified slightly for the purpose of the study. The questionnaire was the primary tool in data gathering, and it had two (2) parts. The first part was about the level of academic pressure among students in public secondary schools, along with performance-related pressure, time management pressure, parental pressure, and emotional and mental health pressure, and the second part covered the level of students' aggressive behavior in terms of physical aggression, verbal aggression, hostility, and anger.

To ensure the reliability of the instrument, the researcher-made survey questionnaire was subjected to validation through the help and guidance of the research adviser, panel members and teachers of Vinzons Pilot High School. The contents also undergone reliability testing through the use of Cronbach's Alpha using 20 samples. Whereas the overall result is approximately 0.92 to 0.93 which means that it has an excellent internal consistency. Then after finalizing its contents and approval of the research adviser, the primary tool of the study was then administered to the target respondents and then personally retrieved immediately by the researcher.

Statistical Tools

Descriptive and inferential statistics were used in this study. Specifically, under the descriptive tools, frequency count, percentage, and ranking were used to interpret data gathered about the demographic profile of the senior high school students in terms of age, sex, and socio-economic status. Weighted mean, on the other hand, was utilized in identifying the prevalence of academic pressure among students in public secondary school, the level of students' aggressive behavior, and respondents' coping mechanisms and support systems in mitigating the effects of academic pressure on aggressive behavior.

Through the help of the statistician, inferential statistics were also employed in the study such as: Pearson correlation coefficient (r) as used in computing for the significant relationship between academic pressure and aggressive behavior of students in public secondary schools and the Two-way Analysis of Variance (ANOVA) were utilized in testing the significant differences in academic pressure among aspects and among respondents and significant differences in aggressive behavior among aspects and among respondents.

Ethical Considerations

The researcher considered and adhered to ethical guidelines, ensuring the utmost respect to all respondents throughout the research endeavor in compliance with the Republic Act 10173, also known as the Data Privacy Act of 2012. Before the

conduct of the survey, each respondent was provided with a detailed consent form outlining the research's purpose and voluntary participation, with the option to withdraw at any time without repercussions. Also, students were assured of the confidentiality of the information gathered, ensuring that it would be used for academic purposes only. Lastly, strict measures were implemented to safeguard personally identifiable data, where survey questionnaires are unnamed to maintain anonymity.

Analysis And Interpretation Of Data

This chapter presents the findings and discussions of this current study, which covered the level of academic pressure among students in public secondary schools, the level of students' aggressive behavior, and recommendations to reduce academic pressure and manage aggressive behavior in public secondary schools based on the findings of the study.

Level of Academic Pressure

Academic pressure is the stress and anxiety that students experience when they feel pressured to perform well in school. Understanding this issue is crucial because it shapes students' academic experiences. The level of Academic Pressure in secondary schools in Daet, Camarines Norte, along performance-related pressure, time management pressure, parental pressure, emotional pressure, and mental pressure, is presented in tabular form.

Performance-related Pressure. Students are likely to experience academic pressure that impacts their mental health. The level of academic pressure along performance-related pressure is shown in Table 3A. Looking at the distribution of ratings, the responses in School A show that "having heavy coursework from different subjects" received the highest weighted mean of 2.91, interpreted as "High," while the lowest was "difficulty of the subject matter" at 2.73, also "High." Moving to School B, the strongest pressure was felt in "expectations in receiving high grades" with a weighted mean of 2.38, interpreted as "Low," whereas the least was "intense competition with classmates" at 2.19, also "Low."

Table 3A
Level of Academic Pressure among Students in Public Secondary Schools
along Performance-Related Pressure

Indicators	A	B	C	D	E	F	AWM	I	R
Having heavy coursework from different subjects.	2.91	2.25	2.97	2.80	2.74	3.71	2.90	H	1
Difficulty of the subject matter.	2.73	2.25	2.72	2.77	2.61	3.43	2.75	H	2
Accomplishing tests, exams, and any kind of assessment	2.82	2.25	2.69	2.67	2.58	3.33	2.72	H	3
Expectations in receiving high grades.	2.73	2.38	3.06	2.53	2.45	3.00	2.69	H	4
Intense competition with competitive and active classmates.	2.73	2.19	2.36	2.29	2.39	3.00	2.49	L	5
Overall Mean (OM)	2.78	2.26	2.76	2.61	2.55	3.30	2.71	H	
Interpretation (I)	H	L	H	H	H	VH	H		
Rank (R)	2	6	3	4	5	1			

Legend: 3.26-4.00=Very High (VH)
2.51-3.25=High (H)
1.76-2.50=Low (L)
1.00-1.75=Very Low (VL)

For School C, "expectations of receiving high grades" stood out with the highest weighted mean of 3.06, interpreted as "High," while "intense competition with classmates" was lowest at 2.36, interpreted as "Low." In School D, "having heavy coursework from different subjects" again topped the list with 2.80, interpreted as "High," while "intense competition with classmates" was lowest at 2.29, interpreted as "Low." School E shows "having heavy coursework from different subjects" as the highest at 2.74, interpreted as "High," while "expectations in receiving high grades" was lowest at 2.45, also "High."

School F reveals “having heavy coursework from different subjects” as the most pressing with 3.71, interpreted as “Very High,” while “accomplishing tests, exams, and assessments” was lowest at 3.33, interpreted as “High.”

Across all indicators, the highest average weighted mean was “having heavy coursework from different subjects” at 2.90, interpreted as “High,” while the lowest was “intense competition with classmates” at 2.49, interpreted as “Low.” Among respondents, School F recorded the highest average weighted mean of 3.30, interpreted as “Very High,” while School B had the lowest at 2.26, interpreted as “Low.” The overall mean across all indicators and respondents was 2.71, interpreted as “High.”

The findings reveal that the most pressing source of academic pressure among students is the heavy coursework load, which consistently emerges as the highest-rated factor across schools. This shows that the volume of assignments and subject requirements is perceived as more demanding than examinations or grade expectations. Peer competition, in contrast, consistently receives the lowest ratings, suggesting that interpersonal rivalry plays only a minor role compared to institutional demands. The very high ratings in School F emphasize that certain groups of students may be experiencing extreme academic strain, likely due to stricter academic policies or heavier subject requirements. The structure of Senior High School further intensifies this burden, as it spans two academic years with two semesters each requiring numerous mandatory and elective subjects, most demanding 80 hours of completion except for PE and Health at 20 hours. Students in public secondary schools face high academic pressure primarily due to extensive coursework requirements, while competition among peers contributes the least.

These results point to systemic academic structures, curriculum design, grading policies, and assessment frequency as the primary drivers of student stress rather than peer dynamics. This means that interventions to reduce academic pressure should focus on workload management, balanced assessment schedules, and supportive grading systems to ensure students can cope effectively. It is also evident that the structure of Senior High School itself, with its numerous subjects and required hours, intensifies the burden students face. In brief, public secondary school students face high academic pressure primarily due to heavy coursework, while competition among peers contributes the least.

The findings of Perez-Jorge (2025) demonstrate that academic stress, intensified by the COVID-19 pandemic, is largely driven by homework overload, assessment pressure, and the difficulty of balancing academic and personal life, which aligns with the present results showing coursework as the greatest burden. At the same time, the consistently low ratings for peer competition reflect the influence of DepEd Order No. 36, s. 2016, which discourages rivalry based solely on grades and instead promotes recognition of diverse skills and contributions (Perez-Jorge, 2025; DepEd, 2016). This policy framework helps explain why students report less stress from competition, as it fosters motivation through performance-based recognition rather than grade-centered awards. However, Gupta (2021) argues that competition is inevitable and can be beneficial, providing students with motivation to grow and preparing them for real-world challenges and failures. These perspectives suggest that while institutional policies reduce unhealthy competition, a balanced approach that acknowledges the constructive role of rivalry alongside workload management is essential for student well-being.

Time-management Pressure. Time management pressure arises from the difficulty in balancing academic responsibilities, extracurricular activities, and/or social life that can lead to stress, burnout, and potential academic struggles if not managed effectively. The level of academic pressure along time management pressure is presented in Table 3B. For School A, the highest-rated indicator was “overwhelming amount of work and/or tasks from different classes all at once” with a weighted mean of 3.27, interpreted as “Very High,” while the lowest was “struggling to handle multiple responsibilities simultaneously” at 2.64, interpreted as “High.” In School B, the highest was “struggling to handle multiple responsibilities simultaneously” with 2.69, interpreted as “Low,” while the lowest was “exposed to a lot of distractions stealing time” at 2.31, also “Low.” School C shows an “overwhelming amount of work and/or tasks” as the highest at 3.14, interpreted as “High,” while the lowest was “exposed to distractions” at 2.94, also “High.” In School D, “limited period of time to accomplish tasks” was highest at 2.87, interpreted as “High,” while “struggling to handle multiple responsibilities” was lowest at 2.56, also “High.”

Table 3B
Level of Academic Pressure among Students in Public Secondary Schools
along Time-management Pressure

Indicators	A	B	C	D	E	F	AWM	I	R
Overwhelming amount of work and/or task they have to do from different classes all at once.	3.27	2.50	3.14	2.84	2.85	3.43	3.01	H	1

Limited period of time to accomplish tasks, activities and assignments.	3.00	2.38	3.03	2.87	2.74	3.57	2.93	H	2
Exposed to a lot of distractions stealing time to accomplish tasks	3.00	2.31	2.94	2.71	2.71	3.86	2.92	H	3
Thinking of not being capable of finishing tasks/workloads on time	2.91	2.50	2.92	2.77	2.74	3.57	2.90	H	4
Struggling to handle multiple responsibilities simultaneously	2.64	2.69	2.92	2.56	2.82	3.00	2.77	H	5
Overall Mean (OM)	2.96	2.48	2.99	2.75	2.77	3.49	2.91	H	
Interpretation (I)	H	L	H	H	H	VH	H		
Rank (R)	3	6	2	5	4	1			

School E reveals “struggling to handle multiple responsibilities as the highest at 2.82, High, while “expectations in receiving high grades” was lowest at 2.74, also “High.” As to School F, it highlights “exposed to distractions stealing time” as the highest at 3.86, interpreted as “Very High,” while “struggling to handle multiple responsibilities” was lowest at 3.00, interpreted as “High.” Across indicators, the highest average weighted mean was “overwhelming amount of work and/or tasks from different classes all at once” at 3.01, interpreted as “High,” while the lowest was “struggling to handle multiple responsibilities simultaneously” at 2.77, also “High.” Among respondents, School F has the highest average weighted mean of 3.49, interpreted as “Very High,” while School B has the lowest at 2.48, interpreted as “Low.” The overall mean across all indicators and respondents was 2.91, interpreted as “High.”

The data reveals that time-management pressure is a significant challenge for students, with the overwhelming workload from multiple classes consistently emerging as the most stressful factor. This suggests that students struggle more with the simultaneous demands of different subjects than with individual tasks or responsibilities. Distractions also play a major role, particularly in School F, where they are rated Very High, indicating that environmental and personal interruptions exacerbate academic stress. Meanwhile, handling multiple responsibilities ranks lowest overall, but still at a High level, showing that even the least pressing factor contributes meaningfully to student pressure. The consistently high ratings across most indicators emphasize that time constraints and workload distribution are central to students’ academic struggles.

These findings imply that systemic scheduling and curriculum design are the primary drivers of time-management stress. Students are pressured not only by the volume of tasks but also by the limited time available to complete them, compounded by distractions. This means that interventions should focus on improving workload distribution, teaching effective time-management strategies, and minimizing distractions within the learning environment. It can be deduced that students in public secondary schools’ experience high time-management pressure primarily due to overwhelming workloads, while handling multiple responsibilities simultaneously contributes the least.

The relationship between time management and academic stress has been well established, as Gallardo-Lolandes et al. (2020) found an inverse correlation between the two, showing that poor time management leads to higher stress levels. This supports the present findings where the overwhelming workload from multiple classes at once placed very high pressure on students, a result echoed by IvyPanda (2023), which emphasized that increased workload at higher academic levels is a major source of stress. Although struggling to handle multiple responsibilities simultaneously was the least-rated indicator, it still reflected high pressure, as extracurricular activities such as sports add to students’ workload. From another perspective, multitasking may appear to help students accomplish more tasks, but Grade Power Learning (2019) cautioned that dividing attention between multiple activities reduces performance quality and increases stress. These highlight that both poor time management and excessive workload contribute significantly to academic stress. Multitasking and extracurricular responsibilities further intensify the challenge. The evidence suggests that effective time management and balanced workload distribution are crucial in reducing student stress and promoting well-being.

Parental Pressure. Parental Pressure is the drive that parents put on their children to achieve a goal. The level of academic pressure along parental pressure is illustrated in Table 3C. For School A, the highest-rated indicator was “putting expectations for their child’s grades, achievements, or performance” with a weighted mean of 2.64, interpreted as “Low,” while the lowest was “exaggerating that their children are not good enough” at 2.09, also “Low.”

Table 3C
Level of Academic Pressure among Students in Public Secondary Schools along Parental Pressure

Indicators	A	B	C	D	E	F	AWM	I	R
Putting expectations for their child's grades, achievements, or performance.	2.64	2.13	2.68	2.34	2.24	2.29	2.38	L	1
Believing that their child should be perfect in everything.	2.45	2.44	2.33	2.08	1.99	2.71	2.33	L	2
Comparing parent's achievement to their child's achievement	2.45	2.00	2.49	2.26	2.07	2.43	2.28	L	3
Comparing their child's performance with their siblings or other children.	2.45	2.06	2.38	2.06	2.21	1.71	2.15	L	4
Exaggerating that their children is not good enough	2.09	1.75	2.04	1.99	2.04	2.14	2.01	L	5
Overall Mean (OM)	2.42	2.08	2.38	2.15	2.11	2.26	2.23	L	
Interpretation (I)	L	L	L	L	L	L	L		
Rank (R)	1	6	2	4	5	3			

In School B, the highest was “believing that their child should be perfect in everything” with 2.44, interpreted as “Low,” while the lowest was “exaggerating that their children are not good enough” at 1.75, interpreted as “Very Low.” School C shows “comparing parents’ achievement to their child’s achievement” as the highest at 2.49, interpreted as “Low,” while the lowest was “exaggerating that their children are not good enough” at 2.04, interpreted as “Low.” In School D, “putting expectations for their child’s grades, achievements, or performance” was highest at 2.34, interpreted as “Low,” while believing that their child should be perfect in everything is lowest at 2.08, “Low.” School E reveals “putting expectations for their child’s grades, achievements, or performance” as highest at 2.24, interpreted as “Low,” while “believing that their child should be perfect in everything” was lowest at 1.99, also interpreted as “Low.” School F highlights “believing that their child should be perfect in everything” as the highest at 2.71, interpreted as “Low,” while “comparing their child’s performance with siblings or other children” was lowest at 1.71, also “Low.”

Across indicators, the highest average weighted mean was “putting expectations for their child’s grades, achievements, or performance” at 2.38, interpreted as “Low,” while the lowest was “exaggerating that their children are not good enough” at 2.01, also interpreted as “Low.” Among respondents, School A has the highest average weighted mean of 2.42, interpreted as “Low,” while School B has the lowest at 2.08, also “Low.” The overall mean across all indicators and respondents was 2.23, interpreted as “Low.”

The data suggests that parental pressure is generally low among public secondary school students, with expectations for grades and achievements being the most common but still moderate source of stress. This indicates that while parents do set standards for their children, these expectations are not perceived as overly burdensome compared to other forms of academic pressure. The lowest ratings, such as exaggerating that children are not good enough, show that negative reinforcement is not a dominant factor in student stress. Interestingly, School F’s relatively higher ratings suggest that in some cases, parents’ perfectionist tendencies may still contribute to pressure, though overall the impact remains limited. The consistency of low interpretations across all indicators highlights that parental pressure is not a primary driver of academic stress compared to workload or time-management issues.

These findings indicate that systemic academic structures and institutional demands outweigh parental expectations in shaping student stress. While parents may influence motivation through expectations, their role in creating pressure is relatively minor. This means that interventions to reduce academic stress should focus more on curriculum design and workload management rather than parental attitudes. It can be recognized that parental pressure among public secondary school students is generally low, with expectations for grades being the most common source, while negative reinforcement contributes the least.

The results implied that students are most likely to experience parental pressure through high expectations for grades, achievements, or performance, which Tao Xu et al. (2024) confirmed by showing that parental educational expectations

are closely linked to adolescent mental health problems, especially when academic pressure is already high. Similarly, MAPUA Malayan Colleges in Mindanao emphasized that parental expectations significantly contribute to academic stress, often leading to feelings of inadequacy and anxiety among students who fear disappointing their parents (Xu et al., 2024; MAPUA, 2023). On the other hand, the least-rated indicator, exaggerating that children are not good enough, reflects that parents generally want the best for their children, though some may still exert pressure in negative ways. Lloyd (2024) explained that setting expectations too low may signal indifference, while setting them too high can push children beyond their perceived limits, reinforcing the dual nature of parental influence. These perspectives highlight that while parental expectations can motivate students, they also risk intensifying stress when combined with heavy academic demands. The evidence suggests that balanced parental expectations are crucial to supporting student achievement without compromising mental health.

Emotional Pressure. Senior high school students experience emotional pressure stemming from academic demands impacting their mental and emotional well-being. The level of academic pressure along emotional pressure is outlined in Table 3D. For Column A, the highest-rated indicator was “constantly worrying about failing exams, assignments, or meeting expectations” with a weighted mean of 3.09, interpreted as “High,” while the lowest was “feeling bad about not meeting expectations or disappointing others” at 2.64, also interpreted as “High.” In School B, both “constantly worrying about failing exams, assignments, or meeting expectations” and “doubting personal abilities, appearance, or worth” were highest at 2.81, interpreted as “High,” while the lowest was “feeling bad about not meeting expectations or disappointing others” at 2.31, also interpreted as “High.”

Table 3D
Level of Academic Pressure among Students in Public Secondary Schools along Emotional Pressure

Indicators	A	B	C	D	E	F	AWM	I	R
Constantly worrying about failing exams, assignments, or meeting expectations	3.09	2.81	3.31	2.84	3.08	2.57	2.95	H	1
Doubting about personal abilities, appearance, or worth	2.91	2.81	3.13	2.74	2.90	3.00	2.91	H	2.5
Making mistakes in public or being judged by other classmates especially during recitations	2.91	2.75	3.24	2.77	2.95	2.86	2.91	H	2.5
Feeling bad about not meeting expectations or disappointing others	2.64	2.31	3.33	2.65	3.02	2.43	2.73	H	4
Worrying about others who seem more successful, talented, or liked	2.82	2.56	2.93	2.48	2.55	2.86	2.70	H	5
Overall Mean (OM)	2.87	2.65	3.19	2.69	2.90	2.74	2.84	H	
Interpretation (I)	H	H	H	H	H	H	H		
Rank (R)	3	6	1	5	2	4			

School C shows that “feeling bad about not meeting expectations or disappointing others” was the highest at 3.33, interpreted as “Very High,” while the lowest was “worrying about others who seem more successful, talented, or liked” at 2.93, interpreted as “High.” In School D, “constantly worrying about failing exams, assignments, or meeting expectations” was highest at 2.84, interpreted as “High,” while “worrying about others who seem more successful, talented, or liked” was lowest at 2.48, interpreted as “Low.” School E reveals “feeling bad about not meeting expectations or disappointing others” as highest at 3.02, interpreted as “High,” while “worrying about others who seem more successful, talented, or liked” was lowest at 2.55, also interpreted as “High.” School F highlights “doubting personal abilities, appearance, or worth” as the highest at 3.00, interpreted as “High,” while “constantly worrying about failing exams, assignments, or meeting expectations” was lowest at 2.57, also interpreted as “High.”

Across indicators, the highest average weighted mean was “constantly worrying about failing exams, assignments, or meeting expectations” at 2.95, interpreted as “High,” while the lowest was “worrying about others who seem more successful, talented, or liked” at 2.70, also interpreted as “High.” Among respondents, School C has the highest average

weighted mean of 3.19, interpreted as “High,” while School B has the lowest at 2.65, also interpreted as “High.” The overall mean across all indicators and respondents was 2.84, interpreted as “High.”

The data reveals that emotional pressure is a significant factor in students’ academic stress, with constant worry about failing exams or meeting expectations emerging as the most pressing concern. This indicates that students’ anxiety is largely tied to performance outcomes and fear of failure, which can undermine confidence and motivation. Doubting personal abilities and fear of public mistakes also rank highly, showing that self-perception and peer judgment contribute strongly to emotional strain. Although worrying about others who seem more successful is the lowest-rated indicator, it still falls within the High category, suggesting that comparison with peers remains a meaningful source of stress. The consistently high ratings across all indicators emphasize that emotional dimensions of academic life are deeply intertwined with students’ overall pressure levels.

These findings infer that emotional pressure stems from both internal insecurities and external expectations, reinforcing the idea that academic stress is not only structural but also psychological. Students’ fear of failure and self-doubt highlight the need for interventions that build resilience, promote positive self-image, and provide emotional support alongside academic guidance. It can be established that emotional pressure among public secondary school students is high, with constant worry about failure as the strongest source, while peer comparison contributes the least.

The findings revealed that students are more likely to experience emotional pressure through constant worry about failing exams, assignments, or meeting expectations, which aligns with StudySmarter’s (n.d.) discussion that fear of failure is a common issue affecting both students and professionals. Evidence from King Saud University further showed that fear of failure harms academic performance and increases anxiety, self-doubt, and low self-esteem, particularly among students with depression or a family history of mental illness (StudySmarter, n.d.).

On the other hand, worrying about others who appear more successful, talented, or well-liked was the least-rated indicator, although some students still engage in peer comparisons. As Reddit (2021) insightfully noted, “comparison is the thief of joy,” reminding students that focusing on their own growth is more effective than measuring themselves against others. These perspectives highlight that fear of failure exerts the strongest emotional pressure, while peer comparison, though less impactful, still contributes to stress. The indication suggests that addressing fear of failure and reducing unhealthy comparisons are essential to improving students’ emotional well-being

Mental Pressure. Mental pressure, in this context, pertains to the feelings of stress, anxiety, and worry that senior high school students experience related to their academic performance. The level of academic pressure along mental pressure is demonstrated in Table 3E. For School A, the highest-rated indicator was “overthinking of not being good enough” with a weighted mean of 2.64, interpreted as “High,” while the lowest was “exaggerating/negative thinking about the outcome of what he/she has done” at 2.45, interpreted as “Low.” In School B, both “overthinking of not being good enough and overthinking or replaying events” and “worrying about hypothetical scenarios” were highest at 2.94, interpreted as “High,” while the lowest was “thinking of not being capable enough to do the tasks assigned” at 2.38, interpreted as “Low.” School C shows “overthinking of not being good enough” as the highest at 3.21, interpreted as “High,” while the lowest was “thinking of not being capable enough to do the tasks assigned” at 2.88, also interpreted as “High.”

Table 3E
Level of Academic Pressure among Students in Public Secondary Schools along Mental Pressure

Indicators	A	B	C	D	E	F	AWM	I	R
Overthinking of not being good enough	2.64	2.94	3.21	2.66	2.95	3.14	2.92	H	1
Thinking of always being talked about and judged by others	2.82	2.56	3.17	2.68	2.87	3.29	2.90	H	2
Overthinking or replaying events and worrying about hypothetical scenarios	2.91	2.94	3.01	2.62	2.71	3.14	2.89	H	3
Thinking of not being capable enough to do the tasks assigned	2.64	2.38	2.88	2.56	2.77	3.29	2.75	H	4
Exaggerating/negative thinking about the outcome of what he/she has done	2.45	2.44	3.06	2.55	2.79	3.00	2.71	H	5

Overall Mean (OM)	2.69	2.65	3.06	2.62	2.82	3.17	2.83	H	
Interpretation (I)	H	H	H	H	H	H	H		
Rank (R)	4	5	2	6	3	1			

In School D, “thinking of always being talked about and judged by others” was highest at 2.68, interpreted as “High,” while “thinking of not being capable enough to do the tasks assigned” was lowest at 2.56, also interpreted as “High.” School E reveals “overthinking of not being good enough” as highest at 2.95, interpreted as “High,” while “overthinking or replaying events and worrying about hypothetical scenarios” was lowest at 2.71, also interpreted as “High.” School F highlights “thinking of always being talked about and judged by others” as the highest at 3.29, interpreted as “Very High,” while “exaggerating/negative thinking about the outcome of what he/she has done” was lowest at 3.00, interpreted as “High.” Across indicators, the highest average weighted mean was “overthinking of not being good enough” at 2.92, interpreted as “High,” while the lowest was “exaggerating/negative thinking about the outcome of what he/she has done” at 2.71, also interpreted as “High.” Among respondents, School F has the highest average weighted mean of 3.17, interpreted as “High,” while School D has the lowest at 2.62, also interpreted as “High.” The overall mean across all indicators and respondents was 2.83, interpreted as “High.”

The data shows that mental pressure is a significant contributor to academic stress, with overthinking about not being good enough consistently ranking as the most pressing factor. This indicates that students’ mental strain is largely tied to self-perception and internalized doubts, which can undermine confidence and performance. Thinking of being judged by others and replaying hypothetical scenarios also rank highly, suggesting that social evaluation and rumination intensify mental stress. Even the lowest-rated indicator, negative thinking about outcomes, still falls within the High category, showing that all aspects of mental pressure contribute meaningfully to students’ academic challenges. The consistently high ratings across indicators highlight that mental pressure is deeply embedded in students’ academic experiences. These findings point toward the idea that mental pressure stems from both internal insecurities and external judgments, reinforcing the idea that academic stress is not only structural but also psychological. Students’ tendency to overthink and doubt themselves highlights the need for interventions that promote resilience, positive self-image, and coping strategies to manage mental strain. This underscores the importance of fostering supportive academic environments where both institutional structures and individual psychological needs are addressed to reduce stress and enhance student well-being. Mental pressure among public secondary school students is high, with overthinking about not being good enough as the strongest source, while negative thinking about outcomes contributes the least.

The results indicate that students are more likely to experience mental pressure through overthinking of not being good enough, which aligns with the article Go from Stress to Success, noting that overthinking is a common problem in both high school and college. Bethany (2024) further explained that while worrying and overthinking are part of the human experience, unchecked patterns can harm well-being and even increase risks of mental health conditions. Similarly, Zhang et al. (2023) found that intrusive rumination about academic stressors contributes to burnout, emotional exhaustion, and disengagement from school activities. Although exaggerating or negative thinking about outcomes was the lowest indicator, it still reflects meaningful pressure. This is a cognitive distortion, an exaggerated thought pattern not based on facts. Such distortions convince students to view themselves and their situations more negatively than reality, thereby intensifying stress. These perspectives highlight that overthinking and distorted thought patterns are central to mental pressure, underscoring the need for interventions that build healthier thinking habits and resilience.

Summary of the Level of Academic Pressure. Table 3F offers the summary of the level of academic pressure in six (6) public secondary schools in Daet, Camarines Norte. In School A, the highest-rated aspect was “Time-management Pressure” with a weighted mean of 2.96, interpreted as “High.” The lowest-rated aspect was “Parental Pressure” with a weighted mean of 2.42, interpreted as “Low.” For School B, the highest-rated aspect was “Emotional Pressure” with a weighted mean of 2.65, interpreted as “High,” while the lowest was “Parental Pressure” at 2.08, interpreted as “Low.”

Table 3F
Summary of the Level of Academic Pressure

Aspects	A	B	C	D	E	F	OM	I	R
Time-management Pressure	2.96	2.48	2.99	2.75	2.77	3.49	2.91	H	1

Emotional Pressure	2.87	2.65	3.19	2.69	2.90	2.74	2.84	H	2
Mental Pressure	2.69	2.65	3.06	2.62	2.82	3.17	2.83	H	3
Academic Performance - Related Pressure	2.78	2.26	2.76	2.61	2.55	3.30	2.71	H	4
Parental Pressure	2.42	2.08	2.38	2.15	2.11	2.26	2.23	L	5
Overall Mean (OM)	2.75	2.42	2.88	2.56	2.63	2.99	2.70	H	
Interpretation (I)	H	L	H	H	H	H	H		
Rank (R)	3	6	2	5	4	1			

On the part of School C, the highest-rated aspect was “Emotional Pressure” at 3.19, interpreted as “High,” while the lowest was “Parental Pressure” at 2.38, interpreted as “Low.” As to School D, the highest-rated aspect was “Time-management Pressure” at 2.75, interpreted as “High,” while the lowest was “Parental Pressure” at 2.15, interpreted as “Low.” In the case of School E, the highest-rated aspect was “Mental Pressure” at 2.82, interpreted as “High,” while the lowest was “Parental Pressure” at 2.11, interpreted as “Low.” On behalf of School F, the highest-rated aspect was “Time-management Pressure” at 3.49, interpreted as “Very High,” while the lowest was “Parental Pressure” at 2.26, interpreted as “Low.”

Among all aspects, the highest average weighted mean was “Time-management Pressure” at 2.91, interpreted as “High,” while the lowest was “Parental Pressure” at 2.23, interpreted as “Low.” Among respondents, School F recorded the highest average weighted mean at 2.99, interpreted as “High,” while School B had the lowest at 2.42, interpreted as “Low.” The overall average weighted mean across all parameters and respondents was 2.70, interpreted as “High.”

The data reveal that time-management, emotional, and mental pressures consistently rank high across respondents, suggesting that students primarily struggle with balancing academic responsibilities, managing emotional strain, and coping with mental challenges. The consistently low ratings for parental pressure indicate that external family expectations are less influential compared to internal and structural academic demands. This highlights that academic stress is largely self-driven and institutionally reinforced rather than externally imposed. This pattern underscores how the academic environment itself amplifies stress through workload, deadlines, and performance expectations. Interventions aimed at alleviating student stress must prioritize institutional reforms and personal coping strategies rather than focusing solely on family dynamics.

From these findings, it can be inferred that interventions should prioritize time-management training, emotional resilience programs, and mental health support systems within academic institutions. Since parental influence is minimal, schools and universities must take the lead in addressing these stressors through structured programs and supportive environments. This indicates that effective solutions must be embedded within the academic framework itself, ensuring that students receive consistent support throughout their educational journey. By institutionalizing these measures, schools can foster healthier learning environments that not only reduce stress but also enhance overall student performance and well-being. Academic pressure is predominantly shaped by internal and institutional factors, with time-management, emotional, and mental strains outweighing parental expectations.

In their study, Nayak et al. (2018) highlighted the significant positive correlation between poor time management and heightened academic stress among undergraduates, reinforcing the idea that inadequate planning exacerbates academic pressure. Similarly, Vallejo (2013) emphasized that poor organization and weak time-management skills, particularly common among adolescents still developing these abilities, are major contributors to academic strain. While parental pressure was found to be the least influential factor, Claney (2024) cautioned that excessive parental expectations can still negatively impact children’s and teenagers’ mental health, compounding existing academic challenges. These suggest that although institutional and self-imposed demands dominate student stress, both organizational skills and parental influence remain critical dimensions that shape the overall academic pressure experienced by learners.

Level of Students’ Aggressive Behavior

The manifestation of aggressive behavior among senior high school students is recognized as a major concern in many secondary schools. Aggressive tendencies were examined across four dimensions: physical aggression, verbal aggression,

hostility, and anger. The findings are systematically presented in Tables 4A–4D, which illustrate the distribution and intensity of these behaviors among respondents.

Physical Aggression. Physical aggression is behavior causing or threatening physical harm towards others. The level of students’ Aggressive Behavior along Physical Aggression is presented in Table 4A. In School A, the most prominent indicator was “Pushing or aggressively moving someone” with a weighted mean of 1.82, interpreted as “Sometimes Observed,” while the least was “Pinching during a fight” with a weighted mean of 1.73, interpreted as “Not Observed.” For School B, the highest was again “Pushing or aggressively moving someone” with a weighted mean of 2.06, interpreted as “Sometimes Observed,” whereas the lowest was “Forcefully pulling another student’s hair” with a weighted mean of 1.25, interpreted as “Not Observed.”

Table 4A
Level of Students’ Physical Aggressive Behavior

Indicators	A	B	C	D	E	F	AWM	I	R
Pushing or aggressively moving someone	1.82	2.06	1.42	1.78	1.70	1.29	1.68	NO	1
Fist fighting due to disagreement with other students	1.82	1.63	1.26	1.78	1.76	1.57	1.64	NO	2
Pinching “pagkurot” during a fight	1.73	1.31	1.60	1.83	1.67	1.29	1.57	NO	3
Slapping someone when someone gets offended	1.82	1.56	1.24	1.64	1.46	1.43	1.53	NO	4
Forcefully pulling another student’s hair	1.82	1.25	1.21	1.56	1.45	1.29	1.43	NO	5
Overall Mean (OM)	1.80	1.56	1.34	1.72	1.61	1.37	1.57	NO	
Interpretation (I)	SO	NO	NO	NO	NO	NO	NO		
Rank (R)	1	4	6	2	3	5			

Legend. 3.26-4.00=Commonly Observed (CO)

2.51-3.25=Often Observed (OO)

1.76-2.50=Sometimes Observed (SO)

1.00-1.75=Not Observed (NO)

In School C, the top rating was “Pinching during a fight” with a weighted mean of 1.60, interpreted as “Not Observed,” while the lowest was “Forcefully pulling another student’s hair” with a weighted mean of 1.21, interpreted as “Not Observed.” Moving to School D, “Pinching during a fight” scored the highest with a weighted mean of 1.83, interpreted as “Sometimes Observed,” while “Slapping someone when offended” was lowest with a weighted mean of 1.64, interpreted as “Not Observed.” In School E, “Fist fighting due to disagreement” was highest with a weighted mean of 1.76, interpreted as “Not Observed,” while “Forcefully pulling another student’s hair” was lowest with a weighted 1.45, interpreted as “Not Observed.” In School F, “Fist fighting due to disagreement” was highest with a weighted mean of 1.57, interpreted as “Not Observed,” while “Forcefully pulling another student’s hair” was lowest with a weighted mean of 1.29, interpreted as “Not Observed.”

Across all indicators, the highest average weighted mean was “Pushing or aggressively moving someone” at 1.68, interpreted as “Not Observed,” while the lowest was “Forcefully pulling another student’s hair” at 1.43, interpreted as “Not Observed.” Among respondents, School A recorded the highest mean at 1.80, interpreted as “Sometimes Observed,” while School C had the lowest at 1.34, interpreted as “Not Observed.” The overall mean was 1.57, interpreted as “Not Observed.”

The results reveal that physical aggression among senior high school students is generally minimal, with only slight tendencies toward pushing or minor physical acts. The dominance of “Not Observed” interpretations across indicators suggests that physical aggression is not a common behavioral manifestation of academic stress. The occasional presence of pushing or fist fighting indicates isolated cases rather than widespread patterns, pointing to a relatively controlled school environment. This consistency across respondents highlights that physical aggression is not a primary outlet for stress among learners. It suggests that other forms of aggression, such as verbal or emotional, may be more prevalent and require closer examination.

This implies that academic pressures are more likely to manifest through emotional or verbal outlets rather than physical aggression. The low ratings across physical indicators suggest that students may internalize stress or express it in less overt ways, such as irritability, hostility, or verbal disputes. These patterns highlight the importance of monitoring subtle emotional cues among learners. They also suggest that interventions should emphasize emotional regulation and communication skills. The findings point to stress management programs as more effective than disciplinary measures in addressing student aggression. Physical aggression is rarely observed among senior high school students, indicating that academic stress manifests more through emotional and verbal channels than through overt physical acts.

From the findings, although physical aggression was generally not observed, the highest response among secondary school students was pushing or aggressively moving someone, which aligns with Kann et al. (2018), who emphasized that physical aggression in adolescence remains a major clinical and public health concern, with 23.6% of U.S. high school students reporting involvement in physical fights in 2017. Similarly, Fauzi et al. (2023) noted that adolescent aggression often manifests in both overt forms, such as fighting and shouting, and covert forms, such as rumor-spreading and social isolation, underscoring the varied ways stress and aggression are expressed. Conversely, the least observed indicator was forcefully pulling another student's hair, a behavior found to be rare, particularly among males, due to differences in aggression tactics and socialization patterns. Björkqvist (2018) further explained that while males are more prone to physical aggression, females tend to employ indirect strategies, with both genders equally engaging in direct verbal aggression. These findings demonstrate that while physical aggression is not dominant in the current findings, its presence in pushing behaviors reflects broader developmental and gender-based variations in how adolescents express stress and aggression.

Verbal Aggression. Verbal aggression among students, characterized by using words or gestures to cause psychological harm, is a prevalent issue in schools, with potential negative impacts. The level of students' aggressive behavior along verbal aggression is depicted in Table 4B. In School A, the most prominent indicator was "shouting at students," which registered a weighted mean of 2.91 and was interpreted as "Often Observed." Conversely, the least noted behavior was "criticizing personal appearance," with a weighted mean of 1.91, interpreted as "Sometimes Observed." Within School B, "shouting at students" again emerged as the highest-rated behavior with a weighted mean of 2.06, interpreted as "Sometimes Observed," while "verbally threatening" was the lowest with a weighted mean of 1.50, interpreted as "Not Observed." School C followed a similar pattern, with "shouting at students" at the top with a weighted mean of 2.07, interpreted as "Sometimes Observed," and "verbal threats" at the bottom with a weighted mean of 1.58, interpreted as "Not Observed."

Table 4B
Level of Students' Verbal Aggressive Behavior

Indicators	A	B	C	D	E	F	AWM	I	R
Shouting at students during arguments or conflicts	2.91	2.06	2.07	2.35	2.29	2.86	2.42	SO	1
Making jokes about personal traits to embarrass classmate publicly	2.73	2.00	1.78	2.14	1.72	3.57	2.32	SO	2
Gossiping or spreading rumors about a classmate	2.55	1.88	1.86	1.92	1.85	2.86	2.15	SO	3
Verbally threatening, intimidating, scaring, or exerting control over someone	2.73	1.50	1.58	1.86	1.78	2.57	2.00	SO	4
Criticizing personal appearance using offensive terms or slurs to demean another	1.91	1.94	1.82	1.98	1.67	2.29	1.94	SO	5
Overall Mean (OM)	2.56	1.88	1.82	2.05	1.86	2.83	2.17	SO	
Interpretation (I)	OO	SO	SO	SO	SO	OO	SO		
Rank (R)	2	4	6	3	5	1			

In support of School D, "shouting at students" was again the most frequent with a weighted mean of 2.35, interpreted as "Sometimes Observed," while "verbal threats" were least observed with a weighted mean of 1.86, interpreted as

“Sometimes Observed”. In favor of School E, “shouting at students” was the highest with a weighted mean of 2.29, interpreted as “Sometimes Observed,” while “criticizing appearance” was the lowest with a weighted mean of 1.67, interpreted as “Not Observed.” In place of School F, “making jokes about personal traits” was the most observed with a weighted mean of 3.57, interpreted as “Commonly Observed,” while criticizing appearance was the least with a weighted mean of 2.29, “Sometimes Observed.”

Across all indicators, shouting at students had the highest average weighted mean of 2.42, interpreted as “Sometimes Observed,” while “criticizing personal appearance” had the lowest average weighted mean of 1.94, also interpreted as “Sometimes Observed.” Among respondents, School F recorded the highest average weighted mean of 2.83, interpreted as “Often Observed,” while School C had the lowest at 1.82, interpreted as “Sometimes Observed.” The overall mean across all groups was 2.17, interpreted as “Sometimes Observed.”

The analysis suggests that verbal aggression among students is most commonly expressed through situational behaviors such as shouting and joking at the expense of others, rather than through direct personal attacks like criticizing appearance or issuing threats. This indicates that conflict in classrooms tends to escalate in the heat of arguments, with students resorting to loud or mocking expressions rather than deliberate, targeted insults. The high rating for School F on public jokes highlights a group particularly sensitive to ridicule, suggesting that embarrassment in front of peers is perceived as a significant form of aggression.

The data implies that verbal aggression is not uniformly distributed but varies depending on context and perception. Students are more likely to recognize and report behaviors that occur in public or during heated exchanges, while subtler forms of aggression, such as personal criticism, may be less acknowledged. This points to the importance of addressing classroom dynamics that normalize shouting or joking as acceptable conflict responses. Students’ verbal aggression is sometimes observed, with shouting and public joking standing out as the most prevalent behaviors.

The results indicated that students sometimes observed verbal aggression through shouting at students during arguments or conflicts, which often arises from emotional outbursts and heightened anger. This finding aligns with the study of Poling (2022) on perceptions of verbal aggression among secondary students with emotional and behavioral disorders, where verbal aggression was identified as the most frequent form of aggression across U.S. schools, with harmful consequences such as depression, anxiety, reduced academic performance, and diminished sense of belonging; moreover, it was noted to trigger physically aggressive responses, making it particularly problematic for students with maladaptive behavioral profiles. On the other hand, criticizing personal appearance using offensive terms or slurs was the least observed behavior, though still present among some students. While uncommon in high school settings, Berne et al. (2014) found that adolescents, especially girls, often experienced appearance-related cyberbullying, with girls receiving derogatory comments about weight and boys being targeted with remarks questioning their masculinity or sexuality; thus, appearance-based verbal aggression, though less frequent in face-to-face contexts, remains a potent strategy for inflicting harm in digital spaces.

Hostility. Hostility pertains to the state of ill will and antagonism towards others. This often manifests as aggressive behavior, resentment, and a desire to cause harm. The level of students’ Aggressive Behavior along Hostility is revealed in Table 4C. On behalf of School A, the highest-rated indicator was “refusing to speak to someone” with a weighted mean of 2.82, interpreted as “Often Observed.” The lowest was “intentionally leaving someone to feel isolated” at 2.00, interpreted as “Sometimes Observed.” In favor of School B, the most noted behavior was “being excluded in group chats” with a weighted mean of 2.31, interpreted as “Sometimes Observed,” while the least was “discriminating by gender or status” with a weighted mean of 1.38, interpreted as “Not Observed.” School C showed “refusing to speak” as the highest with a weighted mean of 2.15, interpreted as “Sometimes Observed,” and “discriminating by gender/status” with a weighted mean of 1.38, interpreted as “Not Observed,” as the lowest. In support of School D, “refusing to speak again” ranked highest with a weighted mean of 2.23, interpreted as “Sometimes Observed,” while “intentionally not informing about homework” was lowest with a weighted mean of 1.73, interpreted as “Not Observed.” School E had “refusing to speak” as the highest with a weighted mean of 2.09, interpreted as “Sometimes Observed,” and “discriminating by gender/status” as the lowest with a weighted mean of 1.59, interpreted as “Not Observed.” School F revealed “refusing to speak” as the highest with a weighted mean of 2.71, interpreted as “Sometimes Observed,” and both “intentionally leaving someone isolated” and “discriminating by gender/status” as the lowest with a weighted mean of 1.71, interpreted as “Not Observed.”

Table 4C
Level of Students’ Hostility-related Aggressive Behavior

Indicators	A	B	C	D	E	F	AWM	I	R
------------	---	---	---	---	---	---	-----	---	---

Refusing to speak to someone	2.82	1.94	2.15	2.23	2.09	2.71	2.32	SO	1
Being excluded in group chats even in group work/tasks	1.82	2.31	1.67	2.07	1.84	2.29	2.00	SO	2
Intentionally not informing someone about a homework/ assignment	2.18	1.69	1.47	1.73	1.75	2.29	1.85	SO	3
Intentionally leaving someone to make them feel isolated	2.00	1.63	1.58	1.77	1.67	1.71	1.73	NO	4
Discriminating someone according to gender or status	2.27	1.38	1.38	1.75	1.59	1.71	1.68	NO	5
Overall Mean (OM)	2.22	1.79	1.65	1.91	1.79	2.14	1.92	SO	
Interpretation (I)	SO	SO	NO	SO	SO	SO	SO		
Rank (R)	1	4.5	6	3	4.5	2			

Across indicators, “refusing to speak to someone” had the highest average weighted mean of 2.32, interpreted as “Sometimes Observed,” while “discriminating by gender or status” had the lowest average weighted mean of 1.68, “Not Observed.” Among respondents, School A recorded the highest average weighted mean of 2.22, interpreted as “Sometimes Observed,” while School C had the lowest average weighted mean of 1.65, interpreted as “Not Observed.” The overall mean was 1.92, interpreted as “Sometimes Observed.”

These results suggest that hostility-related aggression among students most often manifests in silent treatment or refusal to communicate, which is a passive yet impactful form of aggression. This behavior can disrupt group cohesion and create emotional distance, making it a subtle but significant issue in classroom dynamics. On the other hand, discrimination based on gender or status was least observed, indicating that overt forms of hostility tied to identity are less common in this context. The consistent ranking of refusal to speak as the highest across most columns highlights its prevalence as a socially aggressive strategy, while exclusion in group chats and withholding information also reflect indirect ways of undermining peers.

The data implies that students tend to engage more in indirect and relational aggression rather than overt discriminatory acts. Silent treatment, exclusion, and withholding information are strategies that avoid confrontation but still inflict social harm, suggesting that hostility in classrooms is often expressed through subtle relational tactics rather than explicit verbal or discriminatory aggression. These behaviors, though less visible than direct insults, can erode trust and weaken peer relationships over time, making them particularly damaging to group cohesion. The persistence of such relational aggression highlights the need for educators to address not only overt hostility but also the quieter, more insidious forms of aggression that undermine classroom harmony. Hostility-related aggression among students is sometimes observed, with silent treatment emerging as the most common form.

Refusing to speak to someone, often described as the silent treatment, emerges as a notable form of relational aggression among high school students, functioning both as a mechanism of hostility and as a means of defiance in uncomfortable situations. This observation is consistent with the study of Yassin (2024) on Year 9 bullying and the well-being of teenage girls, which identified silence as a frequently practiced strategy of relational aggression in school contexts. At the same time, the least observed behavior was gender- or status-based discrimination, a result supported by the research of Generale and Emilyn (2023) on senior high school students in Lapu-Lapu City, Cebu, which found that learners generally rejected overt gender discrimination and maintained neutrality toward gender roles and equality. The thematic analysis from the same study revealed subtle behavioral differences between boys and girls, alongside instances of teacher favoritism toward boys, indicating that while explicit discrimination may be minimal, subtle biases and microaggressions continue to persist in classroom dynamics.

Anger. Anger refers to the emotions felt, which can range from mild irritation to intense, and can lead to aggressive behavior if not managed properly. The level of students’ aggressive behavior along anger is exhibited in Table 4D. In School A, the highest-rated indicator was “deliberately ignoring or breaking classroom rules” with a weighted mean of 2.36, interpreted as “Sometimes Observed.” The lowest was “instigating physical or verbal conflicts” at 1.73, interpreted as “Not Observed.”

Table 4D
Level of Students’ Anger-induced Aggressive Behavior

Indicators	A	B	C	D	E	F	AWM	I	R
Using offensive language or profanity in an angry outburst	2.18	1.69	2.01	2.18	1.90	3.43	2.23	SO	1

Deliberately ignoring or breaking classroom rules to express defiance or frustration	2.36	1.69	1.58	1.92	1.68	2.71	1.99	SO	2
Blaming or accusing classmates unfairly for mistakes or failures	1.82	1.94	1.56	1.77	1.64	2.86	1.93	SO	3
Arguing excessively or continuing to argue aggressively even when others try to de-escalate the situation	1.82	1.31	1.64	2.00	1.80	2.43	1.83	SO	4
Instigating physical or verbal conflicts	1.73	1.63	1.43	1.77	1.64	2.43	1.77	SO	5
Overall Mean (OM)	1.98	1.65	1.64	1.93	1.73	2.77	1.95	SO	
Interpretation (I)	SO	NO	NO	SO	NO	OO	SO		
Rank (R)	2	5	6	3	4	1			

With respect to School B, the most noted behavior was “blaming or accusing classmates unfairly” with a weighted mean of 1.94, interpreted as “Sometimes Observed,” while the least was “arguing excessively” with a weighted mean of 1.31, interpreted as “Not Observed.” School C showed “using offensive language or profanity” was the highest with a weighted mean of 2.01, interpreted as “Sometimes Observed,” and “instigating conflicts” as the lowest with a weighted mean of 1.43, interpreted as “Not Observed.” In consideration of School D, “using offensive language” again ranked highest with a weighted mean of 2.18, interpreted as “Sometimes Observed,” while both “blaming classmates unfairly” and “instigating conflicts” were lowest with a weighted mean of 1.77, also interpreted as “Sometimes Observed.” School E had “using offensive language” as the highest with a weighted mean of 1.90, interpreted as “Sometimes Observed,” while “deliberately ignoring rules” was the lowest with a weighted mean of 1.68, interpreted as “Not Observed.” School F revealed “using offensive language” as the highest with a weighted mean of 3.43, interpreted as “Commonly Observed,” while “intentionally leaving someone isolated” and “discriminating by gender/status” were the lowest with a weighted mean of 2.43, interpreted as “Sometimes Observed.”

Across indicators, “using offensive language or profanity” had the highest average weighted mean of 2.23, interpreted as “Sometimes Observed,” while “instigating physical or verbal conflicts” had the lowest average weighted mean of 1.77, also interpreted as “Sometimes Observed.” Among respondents, School F recorded the highest average weighted mean of 2.77, interpreted as “Often Observed,” while School C had the lowest average weighted mean of 1.64, interpreted as “Not Observed.” The overall mean was 1.95, interpreted as “Sometimes Observed.”

The findings advocate that anger-induced aggression among students is most often expressed through offensive language or profanity, which serves as an immediate outlet for frustration. This behavior is particularly pronounced, indicating that some groups perceive or experience angry outbursts more strongly than others. On the other hand, instigating physical or verbal conflicts was least observed, suggesting that while anger is present, students are less likely to escalate it into confrontations. The consistent ranking of offensive language as the highest indicator highlights its prevalence as a common anger response, while rule-breaking and unfair blaming also reflect indirect ways of channeling frustration.

The results indicate that students tend to express anger through verbal and behavioral defiance rather than through physical aggression. This pattern suggests that classroom anger is often managed through words and symbolic acts of resistance, which, while disruptive, are less overtly violent. Such findings emphasize the importance of addressing verbal aggression and defiance as early indicators of deeper emotional struggles. Students’ anger-induced aggression is sometimes observed, with offensive language emerging as the most common form.

Students sometimes observe anger through using offensive language or profanity during outbursts, which is consistent with Jay and Janachewitz’s (2008) discussion of swearing as a pragmatic act used to express emotions such as anger and frustration. Swearing, often considered rude when it involves publicly venting strong emotions, has been described as “volcanic rudeness,” a term grounded in the idea that over-emoting in any circumstance is socially inappropriate (Kasper, 1990; Beebe, 1995). However, Jay et al. (2006) emphasized that swearing can also be cathartic, as individuals sometimes report feeling relief after expressing strong emotions in public. The use of profanity in angry outbursts among students reflects both the disruptive nature of swearing and its potential role as an emotional release mechanism.

Summary of Students’ Level of Aggressive Behavior. Table 4E summarizes the level of students’ aggressive behavior in six (6) public secondary schools in Daet, Camarines Norte. In School A, the highest-rated aspect was “Verbal Aggression” with an average weighted mean of 2.56, interpreted as “Often Observed.” The lowest was “Physical Aggression” at 1.80, interpreted as “Sometimes Observed.” In the case of School B, the most noted aspect was “Verbal Aggression” at 1.88, interpreted as “Sometimes Observed,” while the least was “Physical Aggression” at 1.56, interpreted as “Not Observed.” School C showed “Verbal Aggression” as the highest at 1.82, interpreted as “Sometimes Observed,” and “Physical Aggression” as the lowest at 1.34, interpreted as “Not Observed.”

Table 4E
Summary of the Students' Level of Aggressive Behavior

Parameters	A	B	C	D	E	F	OM	I	R
Verbal Aggression	2.56	1.88	1.82	2.05	1.86	2.83	2.17	SO	1
Anger – Induced	1.98	1.65	1.64	1.93	1.73	2.77	1.95	SO	2
Hostility – Related	2.22	1.79	1.65	1.91	1.79	2.14	1.92	SO	3
Physical Aggression	1.80	1.56	1.34	1.72	1.61	1.37	1.57	NO	4
Overall Mean	2.14	1.72	1.62	1.90	1.75	2.28	1.90	SO	
Interpretation	SO	NO	NO	SO	NO	SO	SO		
Rank	2	5	6	3	4	1			

In School D, “Verbal Aggression” again ranked highest at 2.05, interpreted as “Sometimes Observed,” while “Physical Aggression” was lowest at 1.72, interpreted as “Not Observed.” School E had “Verbal Aggression” as the highest at 1.86, interpreted as “Sometimes Observed,” while “Physical Aggression” was the lowest at 1.61, interpreted as “Not Observed.” School F revealed “Verbal Aggression” as the highest at 2.83, interpreted as “Often Observed,” while “Physical Aggression” was the lowest at 1.37, interpreted as “Not Observed.”

Across aspects, “Verbal Aggression” had the highest average weighted mean of 2.17, interpreted as “Sometimes Observed,” while “Physical Aggression” had the lowest at 1.57, interpreted as “Not Observed.” Among respondents, School F recorded the highest at 2.28, interpreted as “Often Observed,” while School C had the lowest at 1.62, interpreted as “Not Observed.” The overall mean was 1.90, interpreted as “Sometimes Observed.”

These results show that students’ aggressive behaviors are most often expressed verbally, such as shouting, joking, or using offensive language, rather than physically. This indicates that aggression in classrooms tends to manifest in communication patterns rather than overt physical acts. The consistent ranking of verbal aggression as the highest across all columns highlights its prevalence, while the low ratings for physical aggression suggest that students are less likely to resort to direct physical confrontations. The findings also show that respondents perceived aggression more strongly, which may reflect differences in sensitivity, exposure, or classroom dynamics.

The data point to the fact that aggression among students is primarily relational and verbal, serving as a means of expressing frustration or asserting dominance without escalating into physical violence. This pattern underscores the importance of addressing verbal aggression early, as it can erode classroom harmony and potentially escalate if left unchecked. Moreover, the persistence of verbal forms of aggression highlights the need for proactive interventions that focus on communication skills and emotional regulation. In addition, educators must remain vigilant in identifying subtle signs of relational aggression, as these behaviors can gradually undermine peer relationships and classroom cohesion. Students’ aggressive behavior is sometimes observed, with verbal aggression standing out as the most dominant form.

Students tend to observe verbal aggression among themselves, which is consistent with Poling et al. (2019), who identified verbal aggression as the most widespread form of aggression reported in school settings. Their review emphasized that such behavior often peaks during middle school years and is strongly associated with internalizing problems such as depression and anxiety. In contrast, physical aggression was found to be the least observed form of aggressive behavior. This finding aligns with developmental research showing that as children mature, there is a marked shift from direct physical aggression to more indirect or verbal forms, a transition attributed to the development of verbal skills and social intelligence that allow adolescents to express aggression in less overt ways. Supporting this, Dutt (2013) reported in a study conducted in West Bengal, India, that with increasing age, physical direct active aggression decreased while verbal indirect passive aggression increased, noting that younger children, lacking verbal skills, often resort to physical aggression, but as they develop better verbal abilities, they adopt less conspicuous forms of aggression.

Relationship between Academic Pressure and Aggressive Behavior

Table 5 presents data on the relationship between academic pressure and aggressive behavior, as measured by correlation (r) values and statistical significance (p-values). It examines five types of academic pressure, academic performance-related, time management, parental, emotional, and mental and their correlations with four forms of aggressive behavior: physical, verbal, hostility, and anger. The data reveals only one statistically significant relationship: Mental Academic Pressure and Hostility, with a correlation coefficient of $r=0.558$ and a p -value of 0.016. This indicates a moderate positive correlation, meaning that as mental academic pressure increases, hostility among students also tends to rise.

All other variables, including Academic Performance-Related Pressure (physical, verbal, hostility, anger), Time Management Pressure (physical, verbal, hostility, anger), Parental Pressure (physical, verbal, hostility, anger), and Emotional Pressure (physical, verbal, hostility, anger), showed no statistically significant relationships, as their p-values exceeded 0.05.

Table 5
Relationship between Academic Pressure and Aggressive Behavior

Academic Pressure	Aggressive Behavior	Correlation (r)	P-Value	Statistical Significance
Academic Performance-Related	Physical	0.350	.154	Not Significant
	Verbal	0.013	.958	Not Significant
	Hostility	-0.076	.763	Not Significant
	Anger	-0.327	.185	Not Significant
Time Management	Physical	0.464	.052	Not Significant
	Verbal	0.035	.890	Not Significant
	Hostility	0.159	.527	Not Significant
	Anger	0.077	.760	Not Significant
Parental	Physical	-0.067	.793	Not Significant
	Verbal	-0.233	.352	Not Significant
	Hostility	-0.456	.057	Not Significant
	Anger	-0.351	.154	Not Significant
Emotional	Physical	0.233	.352	Not Significant
	Verbal	0.063	.805	Not Significant
	Hostility	0.178	.479	Not Significant
	Anger	0.219	.383	Not Significant
Mental	Physical	0.339	.169	Not Significant
	Verbal	0.325	.188	Not Significant
	Hostility	0.558*	.016	Significant
	Anger	0.264	.290	Not Significant

Notes:

^{ns}p>0.05 – Not Significant

*p < 0.05 – Significant

** p < 0.01 – Highly Significant

*** p < 0.001 – Very highly significant

The significant correlation between mental academic pressure and hostility suggests that when students experience cognitive overload, stress from complex tasks, or intellectual demands beyond their coping capacity, they may express aggression in subtle but hostile ways (e.g., sarcasm, withdrawal, or passive resistance). Hostility here reflects internalized frustration rather than overt physical or verbal aggression, which explains why other forms of aggressive behavior did not show significant links. The lack of significance in other dimensions implies that while students may feel pressured in terms of performance, time, parental expectations, or emotional strain, these do not directly translate into measurable aggressive behaviors.

This finding implies that mental strain, rather than external or logistical pressures, plays a more critical role in shaping hostile tendencies. It can be inferred that students under heavy cognitive demands may lack effective coping mechanisms, leading to relational aggression or subtle hostility rather than overt conflict. Thus, interventions aimed at reducing hostility should focus on mental workload management, such as teaching stress regulation, cognitive restructuring, and problem-solving strategies, rather than solely addressing external pressures. Mental academic pressure significantly predicts hostility, while other forms of academic pressure do not show meaningful associations with aggressive behavior.

According to Ma (2023), while academic pressure may not directly trigger aggressive behaviors in most students, the mental stress it produces often acts as a crucial catalyst for hostility. Academic pressure, encompassing stringent performance expectations, intense competition, and relentless workloads, forms an integral part of the educational landscape. This mental strain can overwhelm students' coping mechanisms, leading to subtle forms of aggression such as hostility rather than overt physical or verbal conflict. Thus, the findings highlight that the quality of mental demands, rather than the sheer presence of academic pressure, plays a decisive role in shaping students' behavioral responses.

Differences in Academic Pressure among Aspects and among Respondents

Table 6 presents the results of an analysis of variance (ANOVA) examining whether there are differences in academic pressure across different aspects and among different respondents. The key indicators in the table include sum of squares, degrees of freedom (df), mean square values, F-values, significance (Sig.), and the statistical significance determination. The findings help assess whether academic pressure varies based on different academic aspects or among different respondent groups.

The data show the differences in academic pressure among aspects and respondents. For aspects, the sum of squares was 0.224 with $df=4$, mean square = 0.056, $F=0.506$, and $p=0.732$, indicating no significant difference. For respondents, the sum of squares was 1.088 with $df=5$, mean square = 0.218, $F=1.969$, and $p=0.127$, also not significant. The error term was 2.210 with $df=20$, mean square = 0.110, while the total sum of squares was 3.522 with $df=29$. The model yielded an $R^2=0.372$ and adjusted $R^2=0.090$, suggesting that only 9% of the variance in academic pressure is explained by the model.

Table 6
Differences in Academic Pressure among Aspects and among Respondents

Source	Sum of Squares	df	Mean Square	F	Sig.	Stat Sig
ASPECTS	0.224	4	0.056	0.506	.732	Not Significant
RESPONDENTS	1.088	5	0.218	1.969	.127	Not Significant
Error	2.210	20	0.110			
Total	3.522	29				
a. R Squared = .372 (Adjusted R Squared = .090)						

Notes: ^{ns} $p>0.05$ – Not Significant

* $p < 0.05$ – Significant

** $p < 0.01$ – Highly Significant

*** $p < 0.001$ – Very highly significant

The absence of significant differences across both aspects and respondents implies that academic pressure is relatively uniform regardless of the dimension being measured (performance-related, time management, parental, emotional, or mental) or the group of students considered. This uniformity suggests that students, despite varying backgrounds or contexts, experience academic pressure in broadly similar ways. The relatively low adjusted R^2 further indicates that the explanatory power of the model is weak, meaning other unmeasured factors, such as personal coping strategies, school environment, or peer influence, likely play a more substantial role in shaping perceptions of academic pressure.

From these findings, it can be inferred that interventions to alleviate academic pressure should not be narrowly targeted at specific aspects or respondent groups, since differences are not statistically significant. Instead, holistic approaches addressing the general student population may be more effective. Programs focusing on stress management, resilience-building, and balanced workloads could benefit all students equally, as the data suggests that pressure is experienced consistently across categories. Academic pressure does not significantly differ across aspects or respondents, indicating a shared experience of stress among students that requires broad-based interventions.

According to Leonard et al. (2015), academic pressure is a pervasive phenomenon experienced across diverse educational strata and respondent demographics, underscoring the need for institutions to adopt a comprehensive and integrated approach in mitigating its adverse effects and promoting student well-being. Rather than isolating stressors in a reductionist manner, a holistic framework recognizes the interconnected nature of factors contributing to academic pressure, including individual student characteristics, institutional policies, pedagogical practices, and broader societal expectations. This perspective highlights that academic stress cannot be fully understood or addressed without acknowledging the dynamic interplay between personal, institutional, and cultural dimensions. Effective interventions must be systemic, targeting not only the student but also the educational structures and societal norms that perpetuate pressure.

Differences in Aggressive Behavior among Aspects and among Respondents

Table 7 presents the differences in aggressive behavior among aspects and respondents. For aspects, the sum of squares was 0.136 with $df=2$, mean square = 0.068, $F=0.589$, and $p=0.566$, indicating no significant difference. For respondents, the sum of squares was 1.247 with $df=4$, mean square = 0.312, $F=2.699$, and $p=0.048$, which is statistically significant at the 0.05 level. The error term was 1.848 with $df=16$, mean square = 0.116, while the total sum of squares was 3.338 with $df=22$. The model yielded an $R^2=0.446$ and adjusted $R^2=0.204$, suggesting that about 20.4% of the variance in aggressive behavior is explained by differences among respondents.

Table 7
Differences in Aggressive Behavior among Aspects and among Respondents

Source	Sum of Squares	df	Mean Square	F	Sig.	Stat Significant
ASPECTS	0.136	2	0.068	0.589	.566	Not Significant
RESPONDENTS	1.247	4	0.312	2.699	.048	Significant
Error	1.848	16	0.116			
Total	3.338	22				
a. R Squared = .446 (Adjusted R Squared = .204)						

Notes:

^{ns}p>0.05 – Not Significant

*p < 0.05 – Significant

** p < 0.01 – Highly Significant

*** p < 0.001 – Very highly significant

The results indicate that aggressive behavior does not significantly vary across aspects (such as physical, verbal, hostility, or anger), meaning these forms of aggression are relatively consistent regardless of the dimension considered. However, the significant difference among respondents suggests that individual differences play a crucial role in shaping aggressive tendencies. This implies that while aggression manifests similarly across categories, its intensity or frequency varies depending on the specific group or individual. The moderate R^2 value further supports that respondent-level factors, such as personality traits, coping mechanisms, peer influence, or socio-cultural background, contribute meaningfully to variations in aggressive behavior.

From these findings, it can be deduced that interventions to reduce aggression should be tailored to individual or group characteristics rather than focusing solely on the type of aggressive behavior. Since respondents differ significantly, strategies such as personalized counseling, peer mediation, and differentiated classroom management may be more effective than uniform approaches. This highlights the importance of recognizing diversity in student experiences and responses to stressors, as aggression is not uniformly distributed but shaped by personal and contextual factors. Aggressive behavior does not differ significantly across aspects but varies meaningfully among respondents, underscoring the need for individualized interventions in managing aggression.

According to Svartdal et al. (2020), aggressive tendencies are not solely shaped by the academic environment but are also deeply rooted in the individual characteristics that students bring with them. Recognizing this complexity requires acknowledging the heterogeneous nature of influencing factors, which range from organizational and structural properties of schools to students' subjective evaluations of their experiences. This interplay underscores that aggression cannot be reduced to a single cause but emerges from the interaction of personal dispositions and contextual pressures. Interventions must be multifaceted, addressing both institutional practices and individual needs to effectively manage aggression. Student behavior reflects a dynamic balance between external academic structures and internal psychological traits, making the issue inherently complex and multidimensional.

Post Hoc Test of the Differences in Aggressive Behavior among Respondents

Table 8 presents the post hoc test of differences in aggressive behavior among respondents. The results show several significant differences: between School A and School C had a Mean Difference of 0.5275 and a p-value of 0.043; between School B and School F had a Mean Difference of -0.5575 and a p-value of 0.034; between School C and School F had a Mean Difference of -0.6650 and a p-value of 0.014; and between School E and School F with a Mean Difference of -0.5300 and a p-value of 0.042. These values indicate that aggressive behavior varies meaningfully across these specific pairs of schools. Meanwhile, all other comparisons among schools yielded not significant results, with p-values greater than 0.05, suggesting no meaningful differences in aggressive behavior across those groups.

Table 8
Post Hoc Test of the Differences in Aggressive Behavior among Respondents

(I) RESPONDENTS		Mean Difference (I-J)	Sig.	Statistical Significance
School A	School B	0.4200	.100	Not Significant
	School C	.5275*	.043	Significant
	School D	0.2375	.338	Not Significant

	School E	0.3925	.122	Not Significant
	School F	-0.1375	.575	Not Significant
School B	School A	-0.4200	.100	Not Significant
	School C	0.1075	.661	Not Significant
	School D	-0.1825	.459	Not Significant
	School E	-0.0275	.910	Not Significant
	School F	-.5575*	.034	Not Significant
School C	School A	-.5275*	.043	Significant
	School B	-0.1075	.661	Not Significant
	School D	-0.2900	.245	Not Significant
	School E	-0.1350	.582	Not Significant
	School F	-.6650*	.014	Significant
School D	School A	-0.2375	.338	Not Significant
	School B	0.1825	.459	Not Significant
	School C	0.2900	.245	Not Significant
	School E	0.1550	.528	Not Significant
	School F	-0.3750	.138	Not Significant
School E	School A	-0.3925	.122	Not Significant
	School B	0.0275	.910	Not Significant
	School C	0.1350	.582	Not Significant
	School D	-0.1550	.528	Not Significant
	School F	-.5300*	.042	Significant
School F	School A	0.1375	.575	Not Significant
	School B	.5575*	.034	Significant
	School C	.6650*	.014	Significant
	School D	0.3750	.138	Not Significant
	School E	.5300*	.042	Significant

Note: *. The mean difference is significant at the 0.05 level.

The results highlight that School F consistently differs from multiple schools B, C, and E, which suggests that its students exhibit distinct levels of aggressive behavior compared to others. This repeated significance points to unique contextual or institutional factors within School F, such as peer dynamics, disciplinary practices, or school culture, that may influence aggression. The difference between School A and School C further indicates variability in aggression between these two groups, though less consistently than School F. The lack of significant differences among most other schools implies that aggression levels are relatively uniform across those contexts, reinforcing the idea that the issue is concentrated in specific institutions rather than widespread.

These findings suggest that aggressive behavior is not evenly distributed across all respondents but clustered in particular schools, especially School F. This means that interventions should be school-specific, targeting institutions where aggression is more pronounced rather than applying uniform strategies across all schools. Modified programs focusing on conflict resolution, peer mediation, and stress management may be particularly effective in schools showing significant differences, while general approaches may suffice for schools with no notable variation. Aggressive behavior significantly varies among respondents, with School F standing out as consistently different, underscoring the need for targeted institutional interventions to address aggression effectively.

Recommendations Proposed to Reduce Academic Pressure and Manage Aggressive Behavior in Public Secondary Schools

The research findings of the current study underscored the need for educational institutions to integrate mental health initiatives, provide stress-relief activities, and promotes emotional regulation to enhance student well-being. Following the desired format of the Department of Education, Schools Division Office of Camarines Norte, the researcher made an initiative to propose a seminar/workshop to identified Senior High School Students recommended from the different schools in Daet, Camarines Norte. A copy of the proposal is presented below:



Republic of the Philippines
Department of Education
Region V - Bicol

Schools Division Office of Camarines Norte

Proposed Activity to Reduce Academic Pressure and Manage Aggressive Behavior

TITLE	STRIVE HIGH, STAY STRONG: ACHIEVING SUCCESS WITH WELLNESS IN MIND (A Seminar/Workshop linked with the results of the study entitled “Academic Pressures and Aggressive Behaviors of Students in Public Secondary Schools)
PROPONENT	MARIDEL M. PANINSORO Teacher II Vinzons Pilot High School
DURATION, PROPOSED DATE & VENUE	Date: June – August of School Year 2025 - 2026 Venue: School’s Function Hall Duration: 1 day
EXPECTED PARTICIPANTS	Identified Senior High School Grade 11 and Grade 12 students as recommended by Guidance counselors of Public Secondary Schools in Daet, Camarines Norte
RATIONALE	The study titled “Academic Pressures and Aggressive Behaviors of Students in Public Secondary Schools” highlighted a significant impact of academic stress on students' behavior, particularly its link to aggressive behaviors. The research findings underscored the need for educational institutions to integrate mental health initiatives, provide stress-relief activities, and promote emotional regulation to enhance student well-being. Inspired by these results, this proposed activity, "Thrive & Strive: Balancing Academics and Well-being," aims to equip Senior High School students with effective stress management techniques, emotional regulation skills, and strategies for maintaining a balanced academic workload. Through interactive workshops, engaging discussions, and mindfulness exercises, this initiative seeks to foster a positive learning environment, reduce aggressive tendencies, and improve students’ overall mental health. Ultimately, the activity aspires to create a school culture that prioritizes both academic excellence and student well-being, leading to more focused, resilient, and emotionally intelligent learners.

OBJECTIVES	This activity aims to enable participants to: - Educate senior high school students on stress management techniques and emotional regulation strategies through a series of interactive sessions and workshops, ensuring that students learn practical tools they can apply in their daily lives. - Ensure that at least 80% of participants demonstrate an improved understanding of stress management techniques by the end of the activity, as measured through pre- and post-activity surveys, feedback forms, and self-assessment evaluations. - Implement structured sessions, including expert-led discussions, mindfulness exercises, and group activities, that are feasible within the school's available resources and schedule, aiming for maximum engagement and learning outcomes. - Address the issue of academic pressure and its behavioral impact, providing students with practical tools and strategies to enhance emotional well-being and manage academic-related stress effectively. - Conduct the activity within a day, followed by post-activity evaluations to assess both the effectiveness and the retention of learned strategies, ensuring continued benefits beyond the activity.	
TRAINING/PROGRAM MANAGEMENT TEAM	COMMITTEE	PERSON-IN-CHARGE
	Steering Committee	Chairperson: Principal/School Head Co-chairperson: Assistant Principal/OIC
	Planning Committee	Chairperson: Proponent Co-chairperson: School Guidance Counselor
	Lead Technical Committee	Chairperson: ICT Coordinator Co-chairperson/members: Empowerment Technology Technologies (EMTECH) Teachers
	Finance and Logistics	Chairperson: Grade 11 & 12 Coordinators Co-chairperson/members: ABM Teachers
	Secretariat Committee/ Documentation and Communication Committee	Chairperson: Senior High School Faculty Secretary Co-chairperson/members: English Teachers
	QUAME Committee	Chairperson: Proponent
	Welfare Officers	Chairperson: Prefect of Discipline
	Training Facilitators/ Discussants	Guidance Counselor Psychologist, Wellness Expert
TRAINING/PROGRAM MATRIX	TIME	PROGRAM OF ACTIVITIES
	7:00 – 8:00AM	Arrival of Participants Registration

	8:00 – 9:00AM	Opening Program Welcome Remarks Message from School Administrators Overview of the Activity		
	9:00 – 12:00NN	Educational Discussion Topic 1: Understanding Academic Stress (Academic pressures, stress triggers and its effects on students’ mental and emotional well-being) Topic 2: Stress Management Workshop (Relaxation techniques, mindful exercises, and breathing techniques to handle academic stress) Topic 3: Discussing Healthy habits for Academic Success (Short discussion of self-care, healthy study habits, time management and maintaining balanced lifestyle)		
	1:00 – 4:00PM	Interactive Activities Activity 1: Panel Discussion (Sharing personal experiences and Practical Strategies for balancing academics and mental wellness) Activity 2: Participants will create a “Vision board for Success” outlining academic goals, stress coping strategies and self-care commitments		
	4:00 – 5:00PM	Awarding of Certificates Acknowledgment Closing Program		
BUDGETARY REQUIREMENTS	Expenses	Quantity	Unit Price	Amount
	Certificate Holder (3 speakers)	3 pcs.	60.00 php.	180.00 php.
	Tarpaulin (4x6 ft)	1 pcs.	450.00 php.	450.00 php.
	Vellum for Speakers & Participants’ Certificates	4 packs (20pcs/ per pack)	45.00 php.	180.00 php.
	Snacks for Participants and facilitators (2 sets: AM and PM snacks)	126 pcs.	100.00 php.	12,600.00 php.
	Pack Lunch for Speakers	3 pcs.	250.00 php.	750.00 php.
	Token	3 pcs.	1000.00 php.	3,000.00 php.
	Total Expenses			17,260.00 php.
	Source of Fund: MOOE and/or stakeholder’s support through donation and voluntary contribution			
QUALITY ASSURANCE & MONITORING EVALUATION	1. Event Participation and Engagement ● Maintain a record of participants’ attendance through physical registration forms ● Prepare a narrative and accomplishment report detailing participant engagement, insights, and overall event effectiveness.			
	2. Knowledge Retention and Understanding of Stress Management Techniques ● Conduct short quizzes or interactive knowledge checks after key sessions to gauge knowledge retention. ● Gather feedback from participants on the applicability of the techniques learned.			

	3. Implementation and Effectiveness of Structured Sessions • Ensure all scheduled sessions, including expert-led discussions, mindfulness exercises, and group activities, are conducted as planned within the available school resources. • Monitor the participation rate and involvement of students in interactive activities to assess the effectiveness of the session through facilitators and speakers’ feedback. 4. Emotional Well-being and Behavioral Impact Assessment • Encourage participants to share testimonials or reflections on how the event helped them in managing academic pressure and emotional well-being. • Observe behavioral changes and engagement levels throughout the event, particularly during emotional regulation and mindfulness sessions. 5. Follow-up and Long-term Effectiveness Evaluation • Conduct a follow-up survey (within a month time frame) to assess retention and application of stress management techniques. • Use the collected data to recommend further interventions, such as additional workshops, peer support groups, or ongoing mental health initiatives within the school. • Implement such additional intervention after a year following the activity’s full implementation
EXPECTED OUTCOME OF THE ACTIVITY	The following are the expected outcome of the activity: a. Participants will demonstrate a better understanding of mindfulness, relaxation exercises, and time management strategies. They will apply these techniques in their academic routines, maintaining a balanced workload and minimizing stress. b. At least 80% of participants will develop healthier coping mechanisms, leading to a reduction in anxiety, frustration, and academic burnout. Students will regulate their emotions more effectively, with a noticeable decrease in aggressive behaviors. c. Through interactive sessions and group discussions, students will develop camaraderie and empathy for one another. A positive peer support network will emerge, where academic struggles are openly discussed and managed together, fostering a culture of shared resilience. d. With a focus on stress management and emotional regulation, students will be less likely to resort to aggression when dealing with academic pressure. Instead, they will utilize conflict resolution skills, leading to improved interactions and less aggressive behavior in stressful academic situations. e. By integrating stress-relief activities and emotional regulation strategies into their daily lives, students will experience improved mental well-being. This will be reflected in a more positive attitude toward academics and social interactions, as observed through feedback and surveys.

In this full-day program, it is expected that the participants will gain a deeper understanding of effective stress management and emotional regulation strategies, equipping them with tools to handle academic pressures in a healthier way.

This initiative was supported by an article titled *Resilience interventions do work’ – why coping strategies should be a staple of education* by Dr. David Robson (2024) published by The Guardian.com stating that early instruction that teaches young people how to recognize negative thought patterns and manage their mental health may help to avoid problems in later life. The philosophy is simple and has been applied to physical health for decades: prevention is better than cure. “The opportunity to intervene when problems are first emerging could circumvent so many challenges down the line, and help

people pivot towards a more adaptive direction,” says Jessica Schleider, an associate professor at Northwestern University in Illinois (Schleider, 2025).

METHODOLOGY

The activity titled “Strive High, Stay Strong: Achieving Success With Wellness in Mind”, a seminar/workshop to identified Senior High School Students recommended from the different schools will start upon approval and readiness of the requirements needed. The target is every year during the start of the first semester of every school year. The activity will be conducted effectively within the available school resources, ensuring all expert-led discussions, mindfulness exercises, and group activities are delivered as planned. By providing students with practical coping mechanisms, the activity will help decrease stress-related aggression and frustration, promoting emotional well-being and positive interactions among peers. These outcomes align with the activity’s objectives and the study’s findings, ensuring a lasting positive effect on students' academic experiences and mental health.

The researcher hopes that this study, through the conduct of this proposed activity aspires to create a school culture that prioritizes both academic excellence and student well-being, leading to more focused, resilient, and emotionally intelligent learners.

NOTES

1. Courses.com.ph (ND). Senior High School in the Philippines: An Overview. <https://www.courses.com.ph>
2. David Perez-Jorge (2025). Examining the effects of academic stress on student well-being in higher education. <https://www.nature.com>
3. Department of Education (DepEd) (ND). DepEd Order No. 36 series of 2016 <https://www.deped.gov.ph>
4. Ananya Gupta (2021). Competition Culture in Schools. Mindsage. <https://mindsagewriting.medium.com>
5. Yanina Gallardo-Lolandes et. al. (2020). Time Management and Academic Stress in Lima University Students. International Journal of Higher Education. <https://files.eric.ed.gov>
6. IvyPanda (2023). Time Management and Its Effect in Reducing Stress among Students Expository Essay. <https://ivypanda.com>
7. Grade Power Learning (2019). The Effects Of Multitasking On Learning (& 5 Tips To Improve Focus). <https://gradepowerlearning.com>
8. Tao Xu et. al. (2024). Parental Educational Expectations, Academic Pressure, and Adolescent Mental Health: An Empirical Study Based on CEPS Survey Data. <https://www.techscience.com>
9. Jerald Cano-og Moneva and Krystil Aubrey Moncada (2020). Parental Pressure and Students Self-Efficacy. <https://www.researchgate.net>
10. MAPUA Malayan Colleges Mindanao. (ND) Academic Pressure: Key Causes, Effects, and Coping Tips for Students. <https://mcm.edu.ph>
11. K. R. Bailey (2019). Why do some parents pressure their kids to be perfect in school and such? Don't they realize how hard it is to achieve that, and how damaging it is? Quora.com. <https://www.quora.com>
12. Study Smarter (ND). Fear of Failure: The Ultimate Guide to Conquering Your Fears and Achieving Your Dreams. <https://www.studysmarter.co.uk>
13. Reddit (2021). Comparing myself to other more talented and successful people is causing anxiety and paralyzing me. <https://www.reddit.com>
14. Zhang et al. (2023). Intrusive rumination and academic burnout among adolescents in ethnic minority areas of China during the COVID-19 pandemic: PTSS as mediator and cognitive reappraisal as moderator. <https://bmcpublichealth.biomedcentral.com>
15. Juby Bethany (2024). 14 Ways to Stop Overthinking. Published on www.healthline.com. <https://www.healthline.com>
16. Shalini G Nayak (2019). Impact of Procrastination and Time-Management on Academic Stress among Undergraduate Nursing Students: A Cross Sectional Study. <https://www.internationaljournalofcaringsciences.org>
17. Michael Vallejo (2023). Academic Pressure: Causes, Effects, and Coping Strategies. Published on mentalhealthcenterkids.com. <https://mentalhealthcenterkids.com>
18. Dr. Carly Claney (2024). The Psychological Impact of Parental Pressure on Kids and Teens. Published on Relational Psych. <https://www.relationalpsych.group>
19. Daniel V. Poling, PhD and Stephen W. Smith, PhD (2022). Perceptions About Verbal Aggression: Survey of Secondary Students With Emotional and Behavioral Disorders. Published on Sage Journals. <https://journals.sagepub.com>
20. Kaj Björkqvist, (2018). Gender Differences in Aggression. Published on Science Direct. <https://www.sciencedirect.com>

21. Sofia Berne, Ann Friséen , and Johanna Kling (2014). Appearance-related cyberbullying: a qualitative investigation of characteristics, content, reasons, and effects. Published on National Library of Medicine. <https://pubmed.ncbi.nlm.nih.gov>
22. Fiona Yassin (2024). Year 9 Bullying and the Well-being of Teenage Girls at School. <https://thewaveclinic.com>
23. M. Generale, & C. Emilyn (2023). Gender Awareness: Classroom Experiences of Senior High School Students. *Journal of Gender, Culture and Society*, 3(2), 15-30. <https://doi.org>
24. Daniel Poling et. al. (2019). Direct verbal aggression in school settings: A review of the literature [sciencedirect.com](https://www.sciencedirect.com)
25. Debashis Dutt , Girish Kumar Pandey, Dipak Pal, Suprakas Hazra, Tushar Kanti Dey (2013). Magnitude, types and sex differentials of aggressive behaviour among school children in a rural area of West Bengal. <https://pubmed.ncbi.nlm.nih.gov>
26. Ismail Adam,(2023). Using Positive Reinforcement to Increase Student Engagement in The Classroom. <https://red.mnstate.edu>
27. Caitlin Pastore (2020). Stress Management in College Students: Why Journaling is the Most Effective Technique for this Demographic <https://soar.suny.edu>
28. N. R. Leonard, M. Gwadz, A. S. Ritchie, J. Linick, C. M. Cleland, L. Elliott & M. Grethel (2015). A multi-method exploratory study of stress, coping, and substance use among high school youth in private schools. In *Frontiers in Psychology* (Vol. 6). Frontiers Media. <https://doi.org>
29. Svartdal, T. I. Dahl, T. Gamst-Klaussen, M. Koppenborg, & K. B. Klingsieck (2020). How Study Environments Foster Academic Procrastination: Overview and Recommendations [Review of How Study Environments Foster Academic Procrastination: Overview and Recommendations]. *Frontiers in Psychology*, 11. Frontiers Media. <https://doi.org>
30. Dr. David Robson (2024). Resilience interventions do work’ – why coping strategies should be a staple of education published by The Guardian.com <https://www.theguardian.com>
31. Schleider, J. L. (2025). Faculty profile. Northwestern University Feinberg School of Medicine. Schleider, J. L. (n.d.). <https://www.feinberg.northwestern.edu/faculty-profiles/az/profile.html?xid=56789>

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides a concise summary of the key findings in relation to the research questions, followed by conclusions that deepen the understanding of how academic pressures influence aggressive behaviors among students. It also presents a proposed seminar and workshop activity designed to help reduce academic stress and manage aggression in public secondary schools, offering practical recommendations to enhance student well-being and improve the overall school environment.

Summary

This study determined the levels of academic pressure and aggressive behaviors among public secondary school students in Daet, Camarines Norte during the School Year 2024–2025. It assessed academic pressure in terms of performance demands, time management, parental expectations, and emotional and mental challenges, while aggressive behavior was examined through physical aggression, verbal aggression, hostility, and anger. The research established whether academic pressure significantly relates to aggressive behavior and explored differences across aspects and respondent groups. Findings revealed the extent of these pressures and behaviors, their interconnections, and variations among students. Based on the results, recommendations were formulated, including the proposal of seminar and workshop activities, aimed at reducing academic stress and managing aggression to improve student well-being and school climate.

The descriptive-correlational and comparative methods were used in this study. Three hundred thirty-four (334) senior high school students were purposively chosen as respondents. A validated and pre-tested survey questionnaire was the primary instrument used to gather data relative to the specific objectives of the study. These data were treated statistically using frequency count, percentage, ranking, and weighted mean. Also, Pearson Product-Moment Correlation Coefficient (r) and One-way Analysis of Variance (ANOVA) were utilized in testing the significance and differences among variables in the study. Thereafter, the following were revealed:

Problem 1: What is the level of academic pressure among students in public secondary schools along with performance-related pressure, time management pressure, parental pressure, emotional pressure, and mental pressure?

Findings.

1. Along performance-related pressures in all secondary schools, the highest was “having heavy coursework from different subjects” with an average weighted mean of 2.90, interpreted as “High,” while the lowest was “intense competition with competitive and active classmates” with an average weighted mean of 2.49 and was interpreted as “Low.” The overall mean was 2.71, interpreted as “High.”
2. About the level of academic pressure along time-management pressure, the highest was an “overwhelming amount of work and/or tasks they have to do from different classes all at once” with an average weighted mean of 3.01, interpreted as “High,” while the least was “struggling to handle multiple responsibilities simultaneously” with an average weighted mean of 2.77 interpreted as “High.” The overall mean was 2.91, interpreted as “High.”
3. Relative to the findings on the level of academic pressure along parental pressure, “putting expectations for their child's grades, achievements, or performance” had the highest average weighted mean of 2.38, interpreted as “Low,” while the lowest was “exaggerating that their child is not good enough” with an average weighted mean of 2.01, interpreted as “Low.” The overall mean was 2.23, interpreted as “Low.”
4. As to the level of academic pressure along emotional pressure, it was revealed that the highest was “constantly worrying about failing exams, assignments, or meeting expectations,” having an average weighted mean of 2.95 interpreted as “High,” while the least was “worrying about others who seem more successful, talented, or liked” with an average weighted mean of 2.70 interpreted as “High.” The overall mean was 2.84, interpreted as “High.”
5. When it comes to the level of academic pressure along mental pressure, “overthinking of not being good enough” has the highest average weighted mean of 2.92, interpreted as “High,” while the lowest was “exaggerating/negative thinking about the outcome of what he/she has done with an average weighted mean of 2.71, interpreted as “High.” The overall mean was 2.83, interpreted as “High.”

Conclusions.

1. Heavy coursework from multiple subjects is the most significant source of stress, while competition among classmates is less impactful.
2. Students struggle most with handling simultaneous tasks from different classes, indicating high levels of time-management stress.
3. Expectations from parents contribute to stress, though overall parental pressure is relatively low compared to other factors.
4. Constant worry about failing exams and meeting expectations is a major emotional burden for students.
5. Overthinking and negative self-perceptions significantly contribute to mental strain, with students doubting their abilities.

Recommendations.

1. School administrators can streamline workloads and coordinate subject requirements to avoid overwhelming students. Teachers can design balanced assignments and provide academic support programs.
2. Teachers may implement structured scheduling and guide prioritization. Schools can offer workshops on effective time management to help students cope with overlapping responsibilities.
3. Parents can be guided through seminars on supportive involvement, focusing on encouragement rather than unrealistic demands. Schools can foster parent–teacher dialogues to align expectations with student capacity.
4. Guidance counselors can provide stress-management programs and peer support groups. Teachers may adopt positive reinforcement strategies to reduce fear of failure.
5. Mental health professionals and school counselors can conduct workshops on resilience, self-confidence, and coping strategies. Physical activities and mindfulness practices can also be integrated into school programs to strengthen mental well-being.

Problem 2: What is the level of students’ aggressive behavior in terms of physical aggression, verbal aggression, hostility, and anger?

Findings.

1. As to the level of students' aggressive behavior along physical aggression, the highest indicator was "pushing or aggressively moving someone" with an average weighted mean of 1.68, interpreted as "Not Observed". The lowest was "forcefully pulling another student's hair" with an average weighted mean of 1.43, interpreted as "Not Observed." The overall mean was 1.57, interpreted as "Not Observed."
2. When it comes to the level of students' aggressive behavior along verbal aggression, "shouting at students during arguments or conflicts" has the highest average weighted mean of 2.42, interpreted as "Sometimes Observed," while the lowest was "criticizing personal appearance using offensive terms or slurs to demean another" with an average weighted mean of 1.94, interpreted as "Sometimes Observed." The overall mean was 2.17, interpreted as "Sometimes Observed."
3. Regarding the students' level of aggressive behavior along Hostility, "refusing to speak to someone" has the highest average weighted mean of 2.32, interpreted as "Sometimes Observed," while the lowest was "discriminating someone according to gender or status," which has an average weighted mean of 1.68, interpreted as "Not Observed." The overall mean was 1.92, interpreted as "Sometimes Observed."
4. In terms of the level of students' aggressive behavior along anger, "using offensive language or profanity in an angry outburst" has the highest average weighted mean of 2.23, interpreted as "Sometimes Observed," while the lowest was "instigating physical or verbal conflicts" with an average weighted mean of 1.77, interpreted as "Sometimes Observed." The overall mean was 1.95, interpreted as "Sometimes Observed."

Conclusions.

1. Physical aggression such as pushing or pulling hair is generally not observed among students.
2. Verbal aggression, particularly shouting during conflicts, is sometimes observed, indicating a moderate concern.
3. Hostile behaviors like refusing to speak to someone are sometimes observed, though more severe forms such as discrimination are not observed.
4. Anger-related behaviors, such as using offensive language, are sometimes observed, showing that emotional regulation remains a challenge for some students.

Recommendations.

1. Teachers and school administrators can continue reinforcing non-violent discipline and peer respect programs to maintain low levels of physical aggression.
2. Guidance counselors can implement conflict-resolution workshops and communication skills training to help students manage disagreements without resorting to shouting or offensive remarks.
3. Teachers and peer leaders may encourage inclusivity and positive peer interactions through classroom activities and school-wide campaigns that promote respect and empathy.
4. School counselors and mental health professionals can provide anger-management sessions and stress-relief activities, while teachers can integrate mindfulness and reflective practices into daily routines to help students regulate emotions constructively.

Problem 3: Is there a significant relationship between academic pressure and aggressive behavior of students in public secondary schools?

Hypothesis: There is no significant relationship between academic pressure and aggressive behavior of students in public secondary schools.

Finding. The relationships between academic pressure and aggressive behavior, mental academic pressure was moderately and positively correlated with hostility, with a correlation coefficient of $r=0.558$ and a p -value of 0.016. All other forms of academic pressure, performance-related, time management, parental, and emotional, showed no statistically significant relationships with physical aggression, verbal aggression, hostility, or anger, as their p -values exceeded 0.05.

Conclusion. The relationship between mental academic pressure and hostility was significant, while other forms of academic pressure and aggressive behaviors were not significant.

Recommendation. For educators, to integrate stress-reduction strategies into classroom practices, such as mindfulness activities, balanced workloads, and access to counseling services. Parents can provide emotional support and avoid imposing excessive mental pressure, fostering open communication about academic challenges. School administrators are

encouraged to establish institutional policies and programs that prioritize student mental well-being, including peer support initiatives and accessible mental health services. Policy makers can incorporate mental health awareness into educational frameworks to reduce hostility and promote healthier learning environments.

Problem 4: Are there significant differences in academic pressure among aspects and among respondents?

Hypothesis: There are no significant differences in academic pressure among aspects and among respondents.

Finding. Using analysis of variance (ANOVA), results indicate that the differences for aspects, the sum of squares was 0.224 with $df=4$, a mean square of 0.056, an F -value of 0.506, and a p -value of 0.732. For respondents, the sum of squares was 1.088 with $df=5$, a mean square of 0.218, an F -value of 1.969, and a p -value of 0.127. The error term recorded a sum of squares of 2.210 with $df=20$ and a mean square of 0.110. The total sum of squares was 3.522 with $df=29$. The model yielded an $R^2=0.372$ and an adjusted $R^2=0.090$.

Conclusion. There are no significant differences in academic pressure across aspects or respondents, and the model explains only a small portion of the variance.

Recommendation. For educators, it is essential to adopt differentiated teaching strategies that reduce uniform pressure and provide individualized support tailored to students' varying needs. At the same time, parents should encourage balanced study habits and avoid imposing additional stress, fostering a supportive environment that promotes open communication about academic challenges. School administrators are advised to design programs that address diverse student needs while strengthening mental health support systems within the institution. Policy makers can integrate flexible academic policies that recognize student diversity and reduce systemic academic strain, ensuring that educational frameworks prioritize both performance and well-being..

Problem 5: Are there significant differences in aggressive behavior among aspects and among respondents?

Hypothesis: There are no significant differences in aggressive behavior among aspects and among respondents.

Finding. The results showed that for aspects, the sum of squares was 0.136 with $df=2$, a mean square of 0.068, an F -value of 0.589, and a p -value of 0.566. For respondents, the sum of squares was 1.247 with $df=4$, a mean square of 0.312, an F -value of 2.699, and a p -value of 0.048, which is statistically significant at the 0.05 level. The error term recorded a sum of squares of 1.848 with $df=16$ and a mean square of 0.116. The total sum of squares was 3.338 with $df=22$. The model yielded an $R^2=0.446$ and an adjusted $R^2=0.204$.

Conclusion. Aggressive behavior significantly differs among respondents, while no significant differences are observed across aspects, and the model explains a modest portion of the variance.

Recommendation. For educators, it is important to recognize individual differences in aggressive behavior and adopt classroom management strategies that address diverse student responses. Parents should provide consistent guidance and emotional support to help students manage aggression constructively. School administrators are encouraged to implement targeted interventions and mental health programs that cater to varying student needs. Policy makers should develop flexible educational policies that acknowledge behavioral diversity and promote supportive environments for reducing aggression.

Problem 6: What recommended activity can be proposed to reduce academic pressure and manage aggressive behavior in public secondary schools in Daet, Camarines Norte

The research findings of the study "Academic Pressures and Aggressive Behaviors of Students in Public Secondary Schools" investigated the level of academic pressures and aggressive behaviors of senior high school Grade 11 and Grade 12 students in six (6) public secondary schools in Daet, Camarines Norte, underscored the need for educational institutions to integrate mental health initiatives, provide stress-relief activities, and promotes emotional regulation to enhance student well-being.

With this, the researcher proposed an activity titled *Strive High, Stay Strong: Achieving Success with Wellness in Mind*, a seminar/workshop open to all interested Senior High School Students from the above-mentioned schools. In this full-day program, the participants are expected to gain a deeper understanding of effective stress management and emotional regulation strategies, equipping them with tools to handle academic pressures in a healthier way. The activity will be conducted effectively within the available school resources, ensuring all expert-led discussions, mindfulness exercises, and group activities are delivered as planned. By providing students with practical coping mechanisms, the activity will help decrease stress-related aggression and frustration, promoting emotional well-being and positive interactions among peers. These outcomes align with the objectives and findings of the study, ensuring a lasting positive effect on students' academic experiences and mental health.