

Liking School and Schoolwork Pressure perceptions of school-aged children

Factsheet n. 4 (June 2023)



HBSC Luxembourg 2022

Carolina Catunda

KEY FINDINGS

- A majority of adolescents report to like school and exhibit low levels of schoolwork pressure.
- While boys and girls like school to a similar extent, girls feel higher levels of schoolwork pressure than boys.
- Liking school and schoolwork pressure vary with the type of school.
- Adolescents liking school perceive less schoolwork pressure than those disliking school.

For further information, please visit www.hbsc.lu



FACULTY OF HUMANITIES,
EDUCATION AND
SOCIAL SCIENCES



LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de la Santé

Direction de la santé



LE GOUVERNEMENT
DU GRAND-DUCHÉ DE LUXEMBOURG
Ministère de l'Éducation nationale,
de l'Enfance et de la Jeunesse

LIKING SCHOOL

Liking school has been found to relate to psychosocial development, schoolwork, and to the ability of making friends, particularly among primary school pupils (Honma & Uchiyama, 2014; Graham et al., 2022). Within the HBSC survey's framework, liking school is assessed by asking adolescents to indicate the extent to which they liked school based on four response options ranging from "I like school a lot" to "I do not like school at all."

Figure 1. Prevalence of liking school

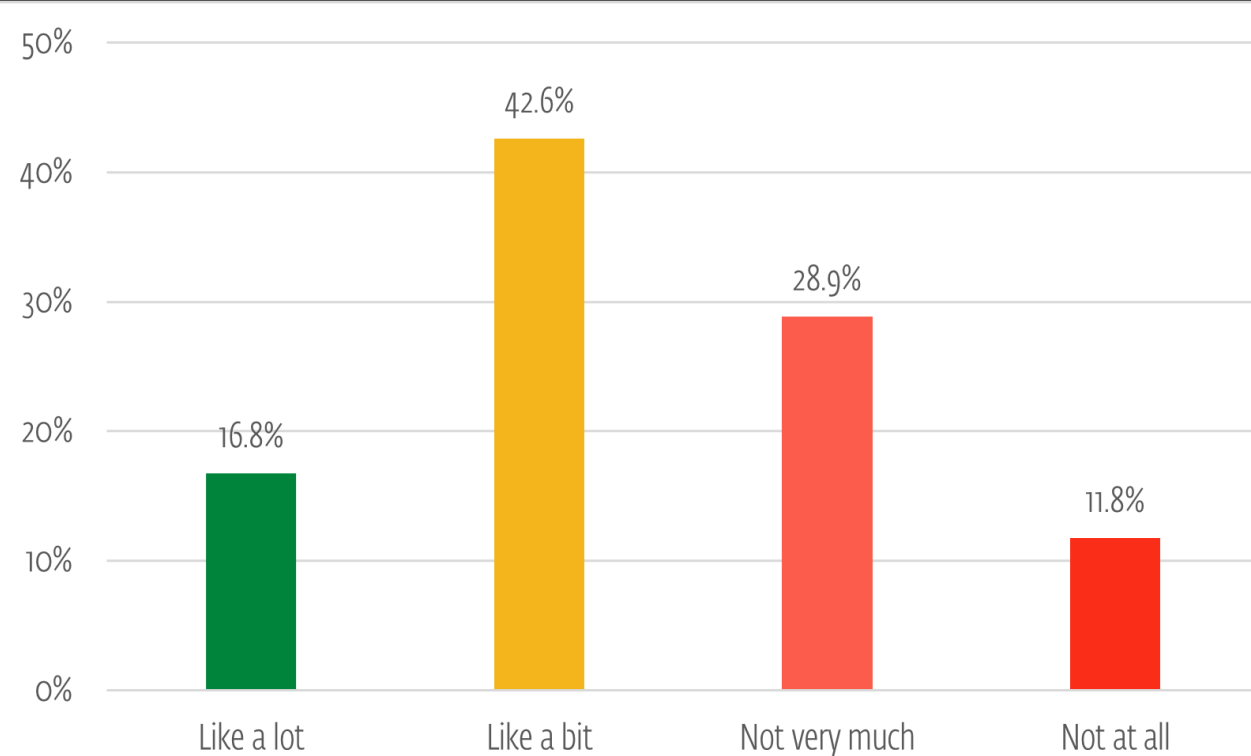
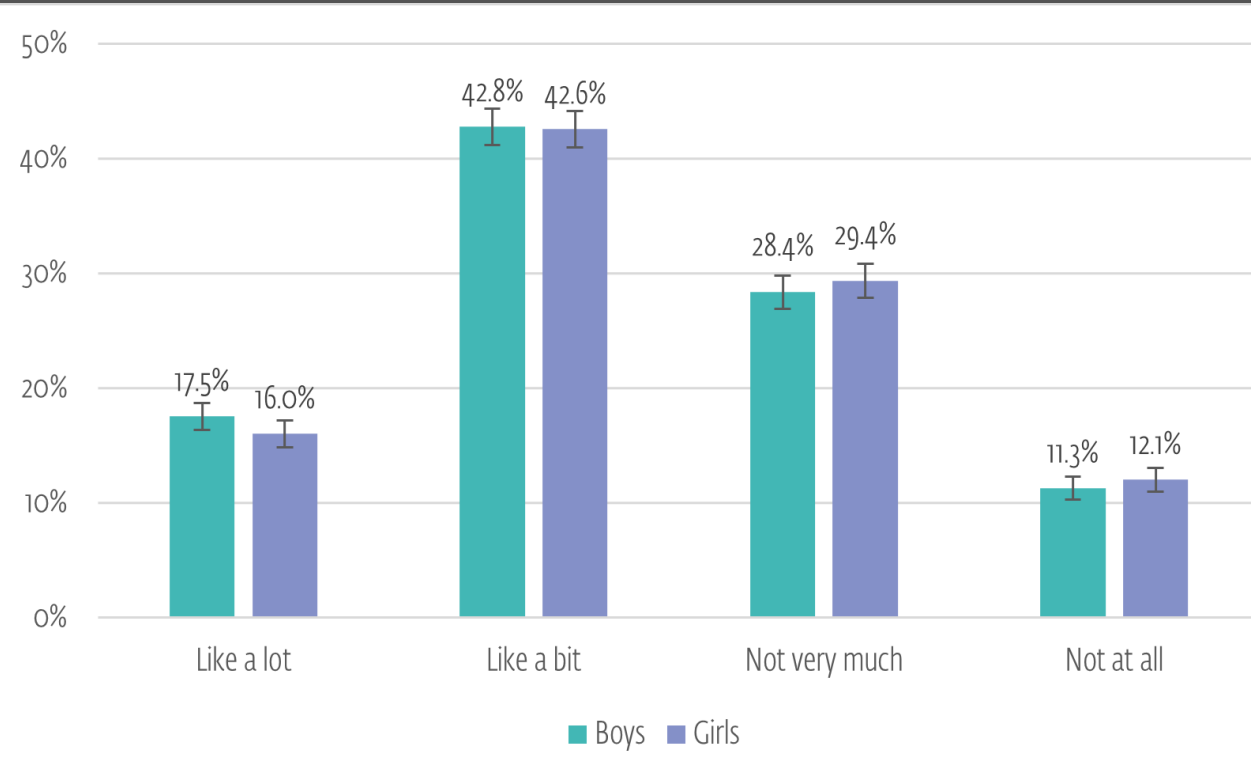


Figure 1 shows that 59.4% of the school attendees in Luxembourg reported to like school a bit or a lot and 11.8% indicated that they did not like school at all.

As shown in Figure 2, liking school did not vary with gender.

Figure 2. Prevalence of liking school by gender



SCHOOLWORK PRESSURE

Schoolwork pressure is indicative of school-related stress and is associated with lower academic performance (Kaplan et al., 2005), various health complaints (Cosma et al., 2020), and substance use (Leonard et al., 2015). Within the HBSC survey's framework, schoolwork pressure is assessed by asking adolescents to indicate how pressured by schoolwork they felt based on four response options ranging from "A lot of pressure" to "No pressure at all."

Figure 4. Prevalence of schoolwork pressure

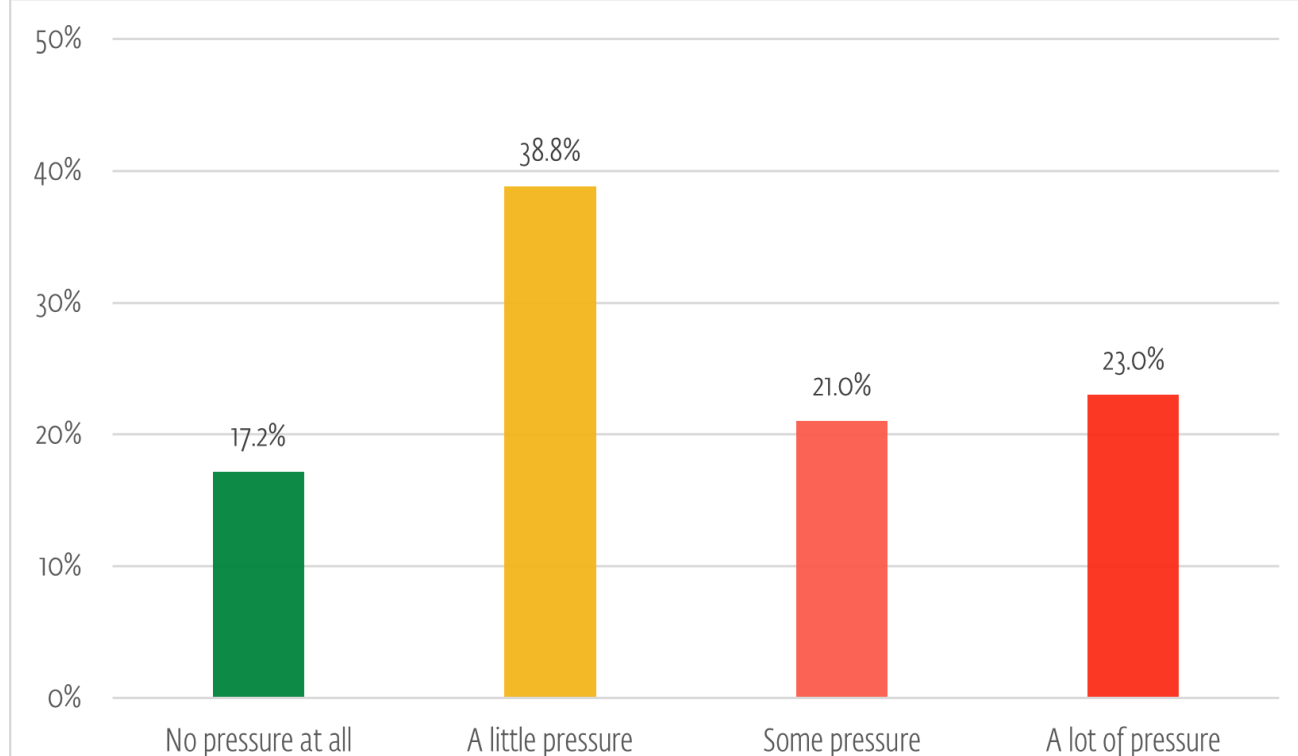
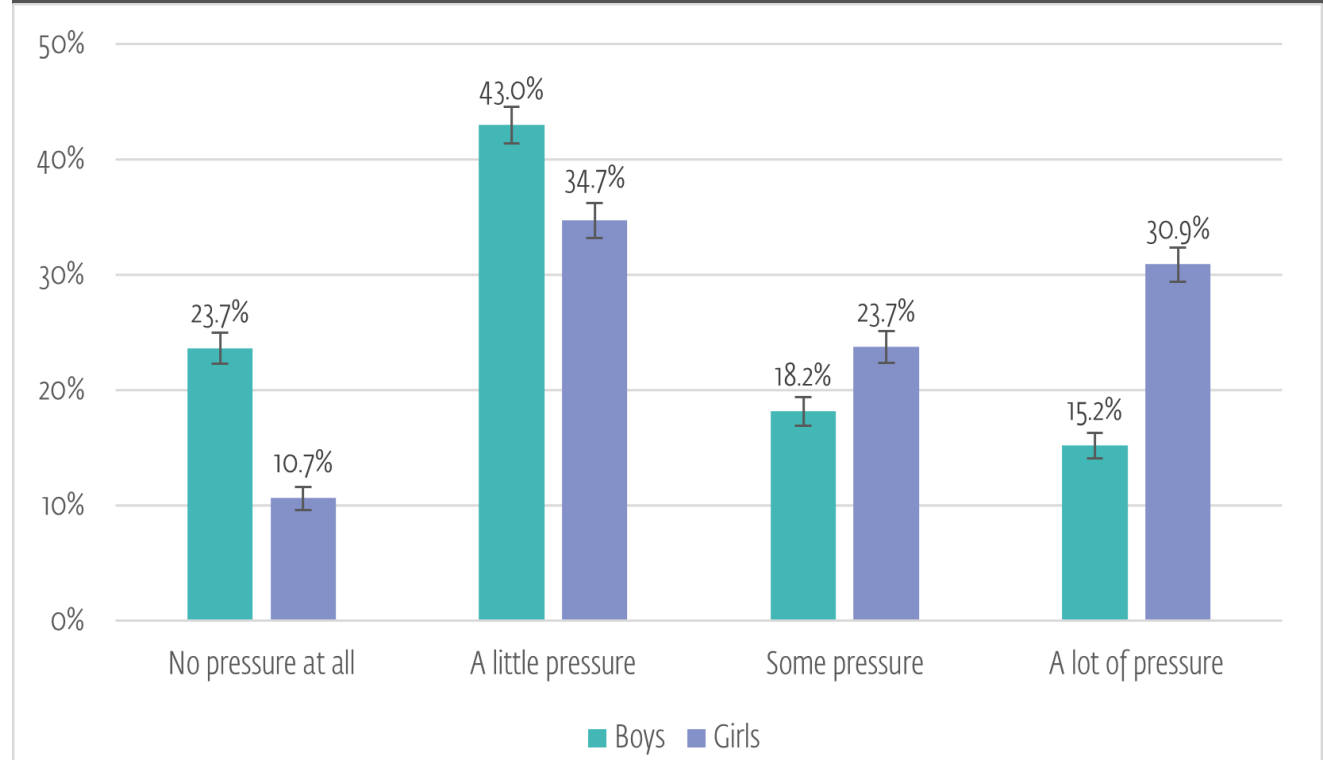


Figure 4 shows that a majority of adolescents reported no pressure or a low level of pressure. However, 23.0% of adolescents reported having felt a lot of schoolwork pressure.

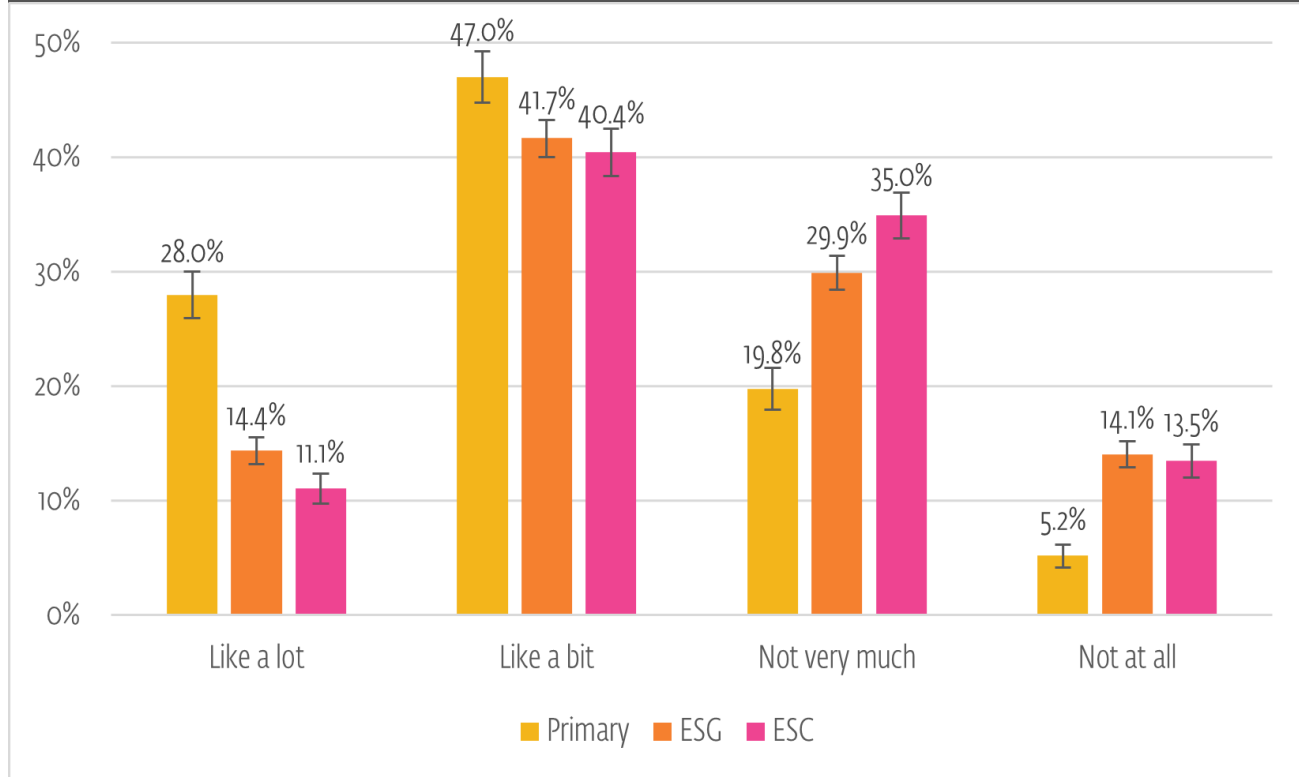
Boys reported lower levels of pressure than girls. More specifically, 66.7% of the boys surveyed either picked the options "no pressure" or "a little pressure", compared to 45.4% of the girls surveyed (Figure 5).

Figure 5. Prevalence of schoolwork pressure by gender



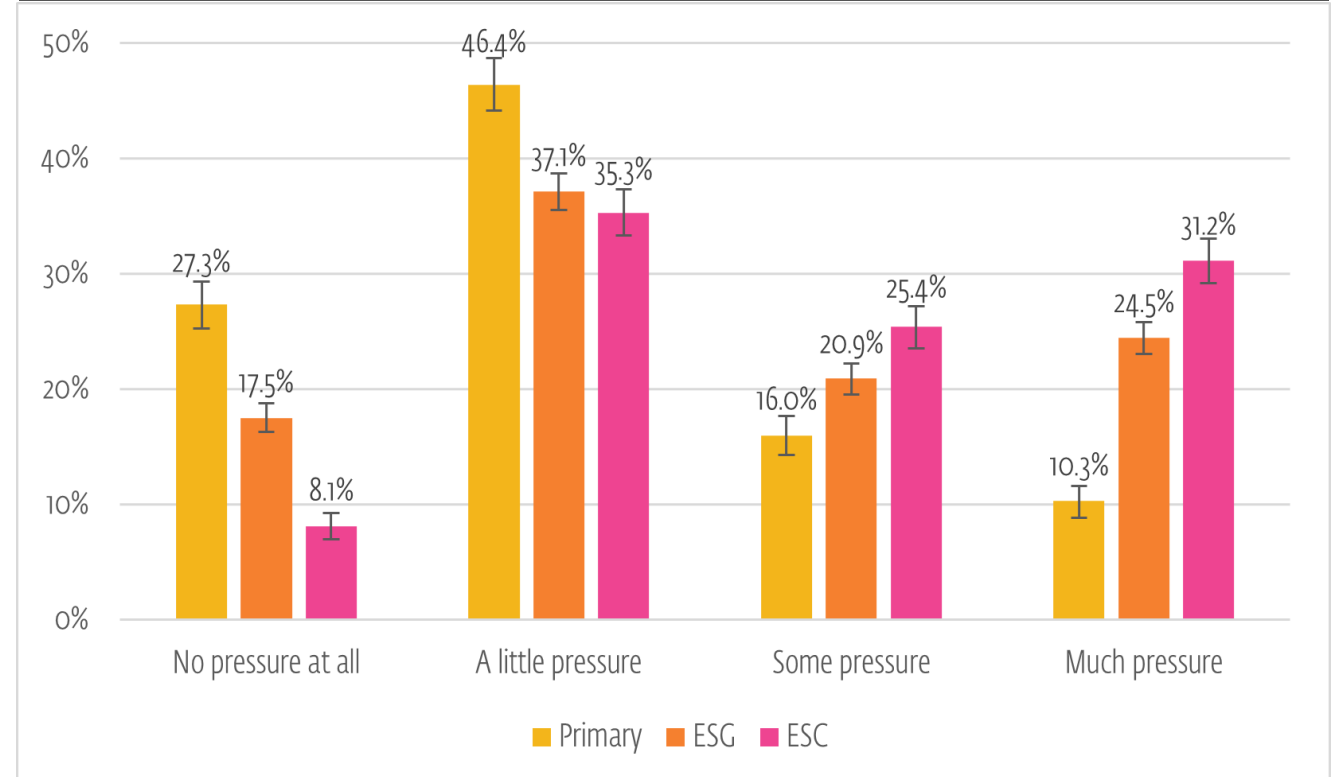
Liking school varied according to the type of school: primary school attendees liked school much more than secondary school pupils (Figure 3). In addition, ESG attendees tended to like school to a larger extent than ESC attendees.

Figure 3. Prevalence of liking school by school type



The reported levels of schoolwork pressure varied with the type of school (Figure 6). As an illustration, 73.7% of the primary school attendees reported low levels of school pressure and 56.6% of the ESC attendees reported to have felt at least some schoolwork pressure.

Figure 6. Prevalence of schoolwork pressure by school type



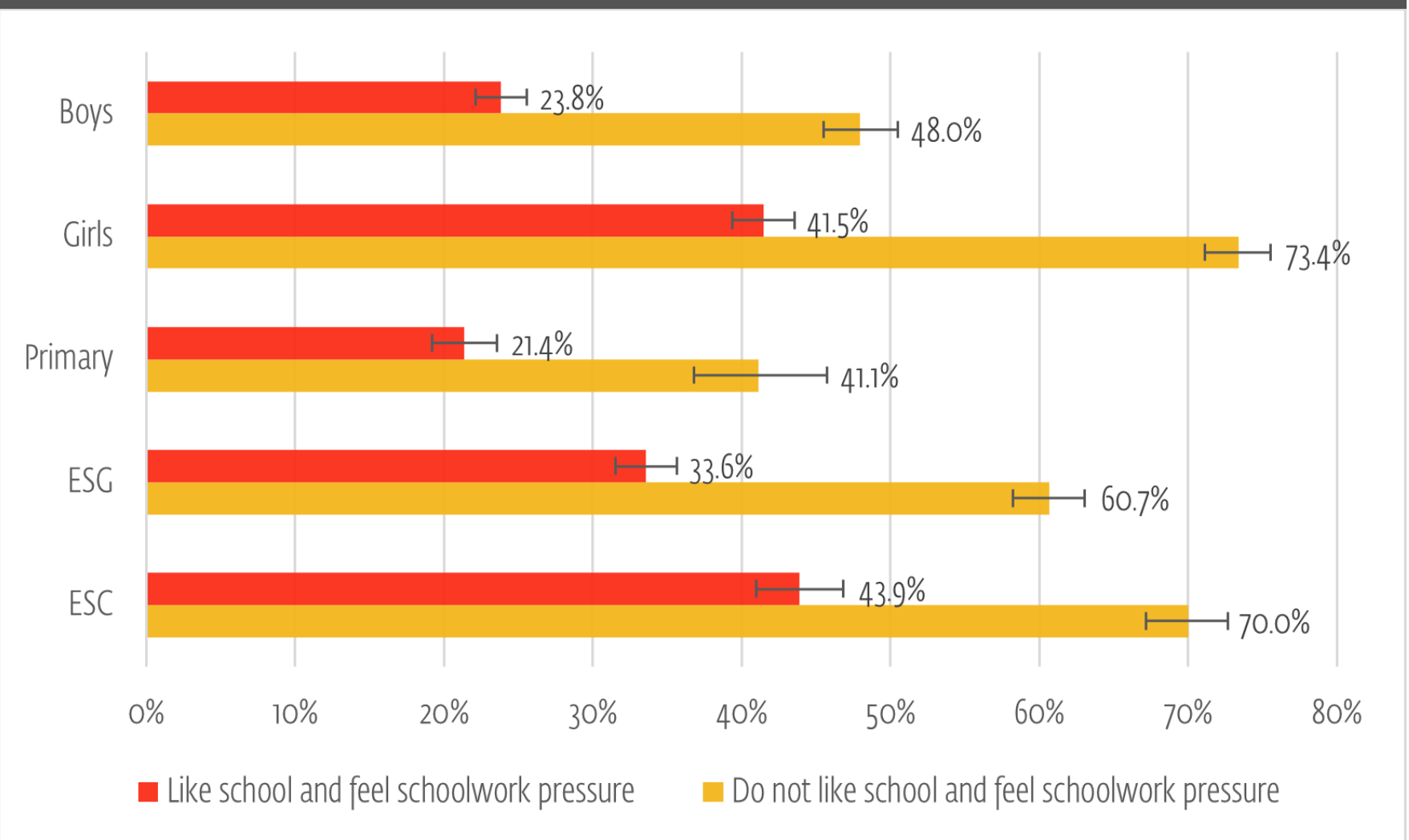
LIKING SCHOOL AND SCHOOLWORK PRESSURE

Liking school seems to be related to schoolwork pressure (Figure 7).

Among the girls who liked school (a little or a lot), 41.5% felt (some or a lot of) schoolwork pressure, whereas among the girls who disliked school, 73.4% felt pressured by schoolwork. In boys, the corresponding prevalence was 23.8% and 48%, respectively.

The relation between school pressure and liking school was quite similar across the examined types of school. Among pupils from primary school who liked school (a little or a lot), 21.4% felt (some or a lot of) schoolwork pressure, versus 41.1% among those who disliked school.

Figure 7. Relation between liking school and schoolwork pressure



CONCLUSION

Most adolescents liked school and reported relatively low levels of schoolwork pressure. We found consistent differences in both variables between primary school and secondary school attendees and, to a lesser extent, between ESG and ESC attendees. In addition, gender was linked to schoolwork pressure, but not to liking school. On average, girls felt more pressure than boys. Finally, our analysis suggested a negative association between schoolwork pressure and liking school.

Scan the QR code for more information on how the social context of school aged children in Luxembourg changed over time.



METHODS

The study population in this factsheet concerns pupils aged 11 to 18 attending Luxembourg public and private schools whose teaching is based on the national curriculum. Stratified sampling was used to randomly select school classes. All pupils in the selected classes were invited to participate in the study. Parents of these pupils received an information letter about the survey as well as an informed consent form. Both parents and the pupils themselves could refuse to participate in the study.

A representative sample of 8,737 pupils from 643 classes and 145 schools responded to an anonymized paper-pencil questionnaire in class, during school hours. The HBSC survey is developed collaboratively within the HBSC network, which gathers researchers from each country participating in the study. Established in English, the questionnaire was subsequently translated into French and German, using a translation/back-translation process.

For the analysis, data was weighted by the distribution of pupils between school levels, in order to compensate for the slightly disproportionate stratification. As such and due to the combination of multiple variables with different missing information, the prevalence of certain variables might differ than those presented in other publications.

The HBSC 2022 Luxembourg study was approved by the Ethics Review Panel of the University of Luxembourg (ERP 21-013 HBSC 2022).

REFERENCES

Cosma, A., Stevens, G., Martin, G., Duinhof, E. L., Walsh, S. D., Garcia-Moya, I., Költő, A., Gobina, I., Canale, N., Catunda, C., Inchley, J., & Looze, M. de (2020). Cross-National Time Trends in Adolescent Mental Well-Being From 2002 to 2018 and the Explanatory Role of Schoolwork Pressure. *The Journal of Adolescent Health : Official Publication of the Society for Adolescent Medicine*, 66(6S), S50-S58. <https://doi.org/10.1016/j.jadohealth.2020.02.010>

Graham, L. J., Gillett-Swan, J., Killingly, C., & van Bergen, P. (2022). Does It Matter If Students (Dis)like School? Associations Between School Liking, Teacher and School Connectedness, and Exclusionary Discipline. *Frontiers in Psychology*, 13, 825036. <https://doi.org/10.3389/fpsyg.2022.825036>

Honma, Y., & Uchiyama, I. (2014). Emotional engagement and school adjustment in late childhood: The relationship between school liking and school belonging in Japan. *Psychological Reports*, 114(2), 496–508. <https://doi.org/10.2466/21.10.PRO.114k19w7>

Kaplan, D. S., Liu, R. X., & Kaplan, H. B. (2005). School related stress in early adolescence and academic performance three years later: The conditional influence of self expectations. *Social Psychology of Education*, 8(1), 3–17. <https://doi.org/10.1007/s11218-004-3129-5>

Leonard, N. R., Gwadz, M. V., Ritchie, A., Linick, J. L., Cleland, C. M., Elliott, L., & Grethel, M. (2015). A multi-method exploratory study of stress, coping, and substance use among high school youth in private schools. *Frontiers in Psychology*, 6, 1028. <https://doi.org/10.3389/fpsyg.2015.01028>

WHAT IS HBSC?

Health Behaviour in School-aged Children (HBSC) is a WHO collaborative cross-national study of adolescent health and well-being. The HBSC survey aims to evaluate well-being, health status and health-related behaviours, in order to better understand the relationship between health and social factors and inform policy and practice to improve young people's lives.

Luxembourg has regularly participated in the HBSC study since 2006 (2010, 2014, 2018 and 2022). Since 2016, the HBSC Luxembourg study has been carried out in collaboration with the Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse, the Ministère de la Santé/Direction de la Santé and the University of Luxembourg.