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ACADEMIC STRESS AMONG ADOLESCENCE IN PERAMBALUR DISTRICT

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Abstract:

Academic stress among adolescents has emerged as a major psychological concern across the globe. The increasing competition, societal pressure, and institutional expectations have contributed to alarming levels of stress, anxiety, and emotional disorders among students. This article explores the dynamics of academic stress through a detailed review of ten significant studies from different socio-cultural contexts. Adolescents are particularly vulnerable to the concept of academic stress as the transitions occur at an individual and social level. It, therefore, becomes imperative to understand the sources and impact of academic stress to derive adequate and efficient intervention strategies. The sample of 240 students was selected from government and self-fiancé colleges located in Perambalur district. According to Lazarus (1961) stress is the internal response of the individual to pressure - when the pressure experienced is greater than normal, ability. The study reveals that there is no significant difference between the gender, locality of institution, mode of management, degree obtained, exam fear, organizational environment and type of family of adolescence on their academic stress.

Introduction:

Education is often considered the most important avenue for social mobility, success, and economic security. As a result, adolescents are subjected to immense academic pressure, which can lead to a condition commonly referred to as academic stress a psychological state resulting from excessive educational demands that exceed the adaptive capacities of students (Deb et al., 2015; Rao, 2016).

The stress caused by such a lifestyle has been found to be strongly associated with psychological conditions such as anxiety, depression, loss of self-esteem, emotional exhaustion, and even suicidal ideation (Ang and Huan, 2006; Bhardwaj et al., 2018;Misra and Castillo, 2004).

Academic stress can be explained by understanding the interaction between environmental stressors, the student's appraisal of academic related stressors and responses to the same (Lee & Larson, 2006). Stress often reaches the peak when there is a lack of resources to cope with the academic demands leading to physiological and psychological manifestations of it (Lou & Chi, 2000).While certain levels of academic stress are known to push students towards performing well; commonly known as eustress, if it is not managed well and exceeds the optimum level, it can have dire consequences for the student as well as the institution (Lee et al., 2000; Stevenson & Harper, 2006).

Statement of the Problem:

The problem taken up by the investigator is stated as "Academic Stress among Adolescence in Perambalur District".

Review of Literature:

Yawei Huang; Jonathan F. Zaff; Gabriel J. Merrin; Jennifer Greif Green; Michael A. Medina (2026)Academic stress is a common daily stressor among adolescents worldwide, particularly for secondary school students facing the pressure of preparing for postsecondary admission. Building on existing literature and using a sample of 903 adolescents (M[subscript age] = 14.91, SD[subscript age] = 1.79) attending public secondary schools in China, the current study developed the Academic Stress Scale for Adolescents (ASSA) through a series of exploratory and confirmatory factor analyses (CFA). The 12-item ASSA assesses three dimensions of perceived academic stress among secondary school students: academic burden, external expectations, and self-expectations. The associations with perceived life stress offered evidence supporting the validity of the score interpretations. Measurement invariance by gender (female vs. male) and school level (middle school vs. high school) was supported through multi-group CFA. In terms of subgroup differences, female students reported greater academic stress related to self-expectations than male students, while no gender differences were found for academic burden or external expectations. High school students reported greater academic stress across all three dimensions, while middle school students showed more variability. The findings suggest that school-based stress management interventions should target specific sources of stress and be tailored to students' gender, grade levels, and potentially other characteristics.

Sample Design:

A sample is a small portion of a selected for observation and analysis of the data. By the process of sampling a relatively small number of individuals, objects or events are selected or analysed in order to

find out something about the entire population or universe from which it was selected. For the present study the investigator selects 240 students studying in under graduate, post graduate and MPhil graduate students in Perambalur District by the method of Random Sampling.

Objectives of the Study:

To find out the significance difference between the academic stress of adolescence belonging to the following sub-samples are

- Gender : Male/ Female
- Locality of institution : Rural / Urban
- Mode of Management : Government / Self finance
- Degree Obtained : UG / PG / MPhil
- Exam fear : No/ Yes
- Organisational Environment : Very good / Good / Average
- Type of family : Nuclear / Joint

Hypotheses of the Study:

There is no significance difference between the academic stress of adolescence belonging to the following sub-samples are

- Gender : Male/ Female
- Locality of institution : Rural / Urban
- Mode of Management : Government / Self finance
- Degree Obtained : UG / PG / MPhil
- Exam fear : No/ Yes
- Organisational Environment : Very good / Good / Average
- Type of family : Nuclear / Joint

Tool Used in the Present Study:

According to Lazarus (1961) stress is the internal response of the individual to pressure - when the pressure experienced is greater than normal, ability. In the college situation, this pressure may be accountable for individual's success and failures. Hence the kind of stress (Academic Stress) is an important factor accounting for variation in academic success.

It is a five-point rating scale varying from the response of 'No Stress' to 'Extreme Stress' with regard to the degree of stress. The rating scale is scored as 1-2-3-4-5. Therefore 200 (5 x 40) is the maximum score.

Operational Definition of Key Term:

Academic Stress:

Academic stress is a relatively new area of empirical research while a large number of studies on student burnout have been initially directed towards educational institutions, government, aided and private. Academic stress is the area of stress which caused in the students that causes the stress through the studying the course.

Differential Analysis for Academic Stress:

Gender and Academic Stress:

Table 1: 't' test between Mean Scores of Male and Female adolescence towards academic stress

Gender	N	MEAN	S.D	t-value	L.S
Male	123	129.51	26.99	1.039	NS
Female	117	132.92	25.08		

From the table 1 we may infer that the calculated 't' value is 1.039 which is less than the table (1.97) at 0.05 level. Hence there exists no significant difference between male and female adolescence with regard to their academic stress.

Locality of institution and Academic Stress:

Table 2: 't' test between Mean Scores of Rural and Urban adolescence towards academic stress

Locality of Institution	N	MEAN	S.D	t-value	L.S
Rural	105	132.53	26.18	0.872	NS
Urban	135	129.69	26.21		

From the table 4.2 we may infer that the calculated' value is 0.872 which is less than the table (1.97) at 0.05 level. Hence there exists no significant difference between rural and urban locality of institution of adolescence with regard to their academic stress.

Mode of Management and Academic Stress:

Table 3: 't' test between Mean Scores of Government and self fiancé of adolescence towards academic stress

Mode of Management	N	MEAN	S.D	t-value	L.S
Government	145	149.51	26.99	1.039	NS
Self fiancé	95	112.92	25.08		

From the table 3 we may infer that the calculated 't' value is 1.039 which is less than the table (1.97) at 0.05 level. Hence there exists no significant difference between government and self fiancé of adolescence with regard to their academic stress.

Degree Obtained and Academic Stress:

Table 4: 'F' test among the Sub- samples of Degree Obtained with Respect to their academic stress

Degree Obtained	Sum of Squares	Mean Squares	df	'F' Value	Level of Significance
Between Groups	4465.942	2232.971	2	0.371	NS
Within Groups	1426380.221	6018.482	237		
Total	1430846.163		239		

It is evident from the Table 4; the calculated 'F' value is 0.371, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of Degree Obtained with respect to their academic stress of adolescence

Exam Fear and Academic Stress:

Table 5: 't' test between Mean Scores of adolescence towards academic stress

Exam Fear	N	Mean	SD	't' Value	Level of Significance
No	75	128.17	24.99	1.397	NS
Yes	165	132.81	26.85		

It is evident from the Table 5; the calculated 't' value is 1.397, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between adolescence with respect to their academic stress.

Organisational Environment and Academic Stress:

Table 6: 'F' test among the Sub- samples of Organisational Environment with Respect to their academic stress

Organisational Environment	Sum of Squares	Mean Squares	df	'F' Value	Level of Significance
Between Groups	18625.533	9312.766	2	1.563	NS
Within Groups	1412220.630	5958.737	237		
Total	1430846.162		239		

It is evident from the Table 6; the calculated 'F' value is 1.563, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference among sub samples of Organisational Environment with respect to their academic stress of adolescence.

Type of Family and Academic Stress:

Table 7: 't' test between Mean Scores of Nuclear and Joint adolescence towards academic stress

Type of Family	N	Mean	SD	't' Value	Level of Significance
Nuclear	112	128.17	24.99	1.108	**NS**
Joint	128	132.81	26.85		

It is evident from the Table 7; the calculated 't' value is 1.108, which is not significant at 0.05 level. Hence, the framed null hypothesis is accepted and research hypothesis is rejected. It is inferred that there is no significant difference found out between nuclear and joint adolescence with respect to their academic stress.

Major Findings of the Study:

- There exists no significant difference between male and female adolescence with regard to their academic stress.
- There exists no significant difference between rural and urban locality of institution of adolescence with regard to their academic stress.
- There exists no significant difference between government and self fiancé of adolescence with regard to their academic stress.
- There is no significant difference among the sub-sample of degree obtained with respect to academic stress of adolescence.
- There exists no significant difference between exam fear of adolescence with regard to their academic stress.
- There is no significant difference among the sub-sample of organisational environmental with respect to academic stress of adolescence.
- There exists no significant difference between nuclear and joint type of family of adolescence with regard to their academic stress

Recommendations:

To mitigate academic stress among adolescents, a multi-level strategy is essential. Schools must foster supportive environments by integrating life skills education into the curriculum focusing on time management, emotional intelligence, and mindfulness. Appointing trained mental health professionals and organizing regular workshops can aid early intervention and resilience-building. Parents should avoid

unrealistic comparisons, maintain open communication, and encourage balance through hobbies and relaxation. At the policy level, adolescent mental health must be prioritized by mandating trained counselors in schools and reforming examination systems to emphasize creativity and understanding over rote learning. Special focus should be given to rural areas with limited access to psychological services. Adolescents themselves must be empowered with stress-management tools such as mindfulness, exercise, and journaling. Encouraging help-seeking behavior and nurturing positive self-talk are vital to promoting well-being. A collaborative approach involving institutions, families, policymakers, and adolescents is crucial for reducing academic stress and supporting holistic development.

Conclusion:

The studies reviewed highlight that academic stress among adolescents is a critical public health issue. The interplay of societal expectations, institutional practices, and individual vulnerabilities makes it a multifaceted challenge. In many cases, students suffer in silence due to lack of emotional support, fear of stigma, and poor awareness about mental health. Urgent reforms are needed in the educational systems to foster an environment where academic success is balanced with emotional well-being.

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