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A Study to Assess Corelation Between Academic Stress and Mental Well-Being Among Adolescents in Selected Schools at Bagalkot

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Abstract **Original Research Article**

Background: Adolescence is a critical transition from childhood to adulthood marked by major developmental changes and heightened vulnerability to stress. Young people encounter various stressors, with academic stress being one of the most significant across cultures. Academic stress defined as distress related to academic demands or fear of failure can stem from pressures at home, school, among peers, and within the community. It is strongly associated with mental health challenges such as depression and anxiety. Mental health itself reflects a dynamic state of balance that enables individuals to regulate emotions, think clearly, build relationships, and function effectively in society. ***Methods:*** A Non-Experimental Descriptive research design, was used for present study. The sample for the study consists of 150 adolescents of bvvs English medium high school Bagalkot was selected by Purposive Sampling Technique. data was collected by Semi structured Questionnaires to assess socio-demographic data of adolescents. Academic stress scale (ASS) will be used to assess the level of academic stress of adolescents. RYFFS'S Psychological wellbeing scale will be used to assess the level of mental wellbeing of adolescents. ***Results:*** Findings of the study revealed that Most adolescents (79%) had high mental well-being, while 21% had moderate levels and none had low well-being. Regarding academic stress, 63% experienced moderate stress, 32% slight stress, 5% high stress, and none reported extreme stress. A mild but significant correlation was found between academic stress and mental well-being ($r = 0.16$, $p < 0.05$). Age, religion, year of study, and type of family showed significant associations with both academic stress and mental well-being. In contrast, gender, parents' education and occupation, area of residence, family income, and number of siblings were not significantly associated with either academic stress or mental well-being. ***Conclusion:*** Study conclude that majority of the adolescents deal with moderate stress which has mild effect on their mental wellbeing hence it is important to concern to adopt different stress management strategies and programmes to reduce academic stress and improve mental wellbeing among adolescents.

Keywords: Academic stress, Adolescents, Schools, Mental well being.

INTRODUCTION

Stress as "a negative emotional, cognitive, behavioral and physiological process that occurs as a person tries to adjust to or deal with stressors". Effect of stress is understood in many walks of life with diverse population especially among students. "Stress has lessened academic performance, hinder with a student's capability to involve in and add to campus life, and raise the probability of substance abuse and other potentially destructive behaviors". Many students reported their experience of high academic stress at predictable times which have resulted from preparing and taking exams, class ranking competition and mastering huge amount of syllabus in a comparatively very small amount of time". [2]

Academic stress involves mental distress regarding anticipated academic challenges or failure or even an awareness of the possibility of academic failure. During the school years academic stressors may show in any aspect of the child's environment: home, school, neighborhood, or friendship. [3]

"Mental health as a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society. Basic cognitive and social skills; ability to recognize, express and modulate one's own emotions, as well as

empathize with others; flexibility and ability to cope with adverse life events and function in social roles; and harmonious relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium". Being in a transitional stage between childhood and adulthood, adolescents have to confront with varied types of stressors. [4]

"The rising expectations of the parents in terms of scores and academic performance sometimes put extra burden on children, which may sometimes cause many physical or mental ailments".[5]

"Mental health as a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society. Basic cognitive and social skills; ability to recognize, express and modulate one's own emotions, as well as empathize with others; flexibility and ability to cope with adverse life events and function in social roles; and harmonious relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium". Being in a transitional stage between childhood and adulthood, adolescents have to confront with varied types of stressors.[4]

"The rising expectations of the parents in terms of scores and academic performance sometimes put extra burden on children, which may sometimes cause many physical or mental ailments". [5]

MATERIALS AND METHODS

Research approach quantitative research approach. The present study is Non experimental descriptive design. A purposive sampling technique were used to select of 150 adolescents of bvvs English medium high school Bagalkot was selected by Purposive Sampling Technique permission was taken from participants for the study. Semi structured Questionnaires to assess socio-demographic data of adolescents. Academic stress scale (ASS) will be used to assess the level of academic stress of adolescents. RYFFS'S Psychological wellbeing scale will be used to assess the level of mental wellbeing of adolescents.

Study design: The study design adopted for this study was Non experimental descriptive design.

Setting of the study: The present study was conducted BVVS English medium high school, Vidyagiri, Bagalkot

Participants: In the present study adolescents who are studying in the BVVS high school Vidyagiri Bagalkot, Permission was obtained from Principal of the school. Data was collected from adolescents by explaining the purpose of the study. Written consent was obtained from the study participants. According to the convenience of class 8^{th}, 9^{th} and 10^{th} class students' data was collected

Instruments: The study was conducted using a Semi structured Questionnaires to assess socio-demographic data of adolescents. Academic stress scale (ASS). And RYFFS'S Psychological wellbeing scale

Description of data collection instruments

PART I: Semi structured Questionnaires to assess socio-demographic data of adolescents.

PART II: Academic stress scale (ASS) will be used to assess the level of academic stress of adolescents.

PART III: RYFFS'S Psychological wellbeing scale will be used to assess the level of mental wellbeing of adolescents.

Data Collection Procedures: The data collection was carried out from 02-06-2024 to 05-06-2024, among adolescents who are studying in the BVVS high school Vidyagiri Bagalkot, Permission was obtained from Principal of the school. Data was collected from adolescents by explaining the purpose of the study. Written consent was obtained from the study participants. According to the convenience of class 8^{th},9^{th} and 10^{th} class students' data was collected

Variable under study: Study variables for the present study were mental wellbeing of the adolescents. And academic stress of the adolescents.

Sociodemographic Variables: Age, sex, religion, father education, mother education, father occupation, mother occupation, year of study, area of residency, type of family, family income, number of siblings.

Statistical analysis: The obtained data were statistically examined in terms of the objectives of the study using descriptive and inferential statistics. A master sheet was prepared with responses given by the study participants. Frequencies and Percentage was used for the analysis of demographic data, and Karl-Pearsons correlational coefficient was used to determine significance of correlation between academic stress and mental well-being of adolescents. and The Chi square(x^2) test to find out the association between socio demographic variables and academic stress and mental well-being.

Ethical Clearance: A certificate of ethical permission was obtained from ethical committee of the institution and written consent was taken from each participant.

RESULTS

PART I: Distribution of adolescents according to their demographic characteristics N=150

Sl No	Sociodemographic variables	frequency	Percentage
1	**Age**		
	13 Years	6	4%
	14 Years	41	27%
	15 Years	56	37%
	16 Years	47	31%

Table 5.1: Frequency and percentage distribution of socio demographic variables of Adolescents according to their age in years N=150

Sl No	Sociodemographic variables	frequency	Percentage
2	**Gender**		
	Male	54	36%
	Female	96	64%
	Transgender	0	0%

Table 5.1 shows that Percentage wise distribution of adolescents according to their age shows that majority 56(37%) of adolescents were aged 15 years, followed by 47(31%) of adolescents were aged 16 years, 41(27%) of adolescents were aged 14 years, and 6(4%) of adolescents were aged 13 years.
N=150

Table 5.2: Frequency and percentage distribution of socio demographic variables of Adolescents according to their gender. N=150

Sl No	Sociodemographic variables	frequency	Percentage
3	**RELIGION**		
	Hindu	134	89%
	Muslim	11	7%
	Christian	3	2%
	Others	2	1%

Table 5.2 depicts that Percentage wise distribution of adolescents according to their gender shows that majority 96(64%) of adolescents were female, 54(36%) of adolescents were male and 0(0%) of adolescents were transgender
N=150

Table 5.3: Frequency and percentage distribution of socio demographic variables of Adolescents according to their religion. N=150

Sl No	Sociodemographic variables	frequency	Percentage
4	**FATHER EDUCATION**		
	Illiterate	6	4%
	Primary education	13	9%
	Higher Primary	23	15%
	PUC	37	25%
	Degree and above	71	47%

Table 5.3 shows that Percentage wise distribution of adolescents according to their religion shows that majority 134(89%) of adolescents were belongs to Hindu, followed by 11(7%) of adolescents were Muslim, 3(2%) of adolescents were Christian, and 2(1%) of adolescents were belongs to other religion.
N=150

Table 5.4: Frequency and percentage distribution of socio demographic variables of Adolescents according to their father education. N=150

Sl No	Sociodemographic variables	frequency	Percentage
5	**MOTHER EDUCATION**		
	Illiterate	9	6%
	Primary education	15	10%
	Higher Primary	33	22%
	PUC	43	29%
	Degree and above	50	33%

Table 5.4 shows that Percentage wise distribution of adolescents according to their father's education shows that majority 71(47%) of adolescents fathers had degree and above education, followed by 37(25%) of adolescents fathers had PUC, 23(15%) of adolescents fathers had higher primary education, 13(9%) of adolescents' fathers had primary education and 6(4%) of adolescent's fathers were illiterate.

Table 5.5: Frequency and percentage distribution of socio demographic variables of Adolescents according to their mother education. N=150

Sl No	Sociodemographic variables	frequency	Percentage
6	**FATHER OCCUPATION**		
	Coolie	6	4%
	Agriculture	9	6%
	Govt employee	40	27%
	Private employee	57	38%
	Business	38	25%

Table 5.5 shows that Percentage wise distribution of adolescents according to their mother's education shows that majority 50(33%) of adolescents mothers had degree and above education, followed by 43(29%) of adolescents mothers had PUC, 33(22%) of adolescents mothers had higher primary education, 15(10%) of adolescents' mothers had primary education and 9(6%) of adolescents' fathers were

N=150

Table 5.6: Frequency and percentage distribution of socio demographic variables of Adolescents according to their father occupation. N=150

Sl No	Sociodemographic variables	frequency	Percentage
7	**MOTHER OCCUPATION**		
	Housewife	117	78%
	Coolie	3	2%
	Agriculture	4	3%
	Govt & Private Employee	21	14%
	Business	5	3%

Table 5.6 shows that Percentage wise distribution of adolescents according to their father occupation shows that majority 57(38%) of adolescent's fathers had private employee and above education, followed by 40(27%) of adolescent's fathers had govt employee, 38(25%) of adolescent's fathers had business, 9(6%) of adolescent's fathers had agriculture and 6(4%) of adolescent's fathers were coolie.

Table 5.7: Frequency and percentage distribution of socio demographic variables of Adolescents according to their mother education. N=150

Sl No	Sociodemographic variables	frequency	Percentage
8	**YEAR OF STUDY**		
	8th	63	42%
	9th	22	15%
	10th	65	43%

Table 5.7 shows that Percentage wise distribution of adolescents according to their mother occupation shows that majority 117(78%) of adolescents mothers had house wife and above education, followed by 21(14%) of adolescents mothers had government &private employee, 5(3%) of adolescents mothers had business, 4(2.6%) of adolescents mothers had agriculture and 3(2%) of adolescents mothers were coolie.

Table 5.8: Frequency and percentage distribution of socio demographic variables of Adolescents according to their year of study. N=150

Sl No	Sociodemographic variables	frequency	Percentage
9	**AREA OF RESIDENCY**		
	Urban	124	83%
	Rural	26	17%

Table 5.8 shows that Percentage wise distribution of adolescents according to their year of study shows that majority 65(43%) of adolescent's year of the study had 10th standard and above year of the

study, followed by 63(42%) of adolescents' year of the study had 8th standard and 22(15%) of adolescents' year of the study were 9th standard.

Table 5.9: Frequency and percentage distribution of socio demographic variables of Adolescents according to their area of residency. N=150

Sl No	Sociodemographic variables	frequency	Percentage
10	**TYPE OF FAMILY**		
	Nuclear family	103	69%
	Joint family	41	27%
	Extended family	6	4%

Table 5.9 shows that Percentage wise distribution of adolescents according to their area of residency shows that majority 124(83%) of adolescents' area of residency had urban and above area of residency, followed by 26(17%) of adolescents' area of residency were rural.

Table 5.10: Frequency and percentage distribution of socio demographic variables of Adolescents according to their type of family. N=150

Sl No	Sociodemographic variables	frequency	Percentage
11	**FAMILY INCOME**		
	<10000Rs/-	21	14%
	10001-20000Rs/-	55	37%
	20001-30000Rs/-	28	19%
	>30000Rs/-	46	31%

Table 5.10 shows that Percentage wise distribution of adolescents according to their type of family shows that majority 103(69%) of adolescents' type of family had nuclear family and above type of family, followed by 41(27%) of adolescents' type of family had joint family

Table 5.11: Frequency and percentage distribution of socio demographic variables of Adolescents according to their family income. N=150

Sl No	Sociodemographic variables	frequency	Percentage
12	**NO. OF SIBLINGS**		
	0	12	8%
	1	48	32%
	2	52	35%
	3	38	25%

Table 5.11 shows that Percentage wise distribution of adolescents according to their family income shows that majority 55(37%) of adolescents' family income had 10001-20000Rs/- and above family income, followed by 46(31%) of adolescents' family income had >30001Rs/-, 28(19%) of adolescents' family income had 20001-30000Rs/- and 21(14%) of adolescents' family were <10000Rs/-.

Table 5.12: Frequency and percentage distribution of socio demographic variables of Adolescents according to their number of siblings. N=150

Mental Well Being			
Description	**Scores**	**F**	**%**
Low	18-42	0	0%
Moderate	43-84	31	21%
High	85-126	119	79%
	Total	150	100

Table 5.12 shows that Percentage wise distribution of adolescents according to their no. of siblings shows that majority 52(35%) of adolescents no. of siblings had 2 and above no of siblings, followed by 48(32%) of adolescents no. of siblings had 1, 38(25%) of adolescents no of siblings had and 12(8%) of adolescents no of siblings were 0.

Part II: Assessment of mental wellbeing among adolescents.

Table 5.13 Frequency and percentage distribution of mental wellbeing among adolescents.

The above Table.5.2 shows that majority

119(79%) of the adolescents were having high mental well-being, followed by 31(21%) of adolescents were having the moderate level of mental well-being and none of the adolescents were having low level of mental well-being.

Table 5.14: Mean, Median, SD and range of mental well-being of adolescents

Variable	Mean	Median	SD	Range
Mental well being	93.21	93	9.925	61-119

In this study results Table 5.14 depicts that mean ± SD of mental wellbeing was 93.21± 9.925, median was 93 and the range was about 61-119=58.

Part III: Assessment of academic stress among adolescents.

Table 5.15: Frequency and percentage distribution of level of academic stress among adolescents. N=150

Levels of academic stress			
Description	**Scores**	**F**	**%**
No stress	40	0	0%
slight stress	41-80	48	32%
moderate stress	81-120	95	63%
high stress	121-160	7	5%
extreme stress	161-200	0	0%

The above study Table.5.15 and fig 5.14 shows that majority 95(63%) of the adolescents were having moderate academic stress, followed by 48(32%) of adolescents were having the slight academic stress, 7(5%) of adolescents were having high academic stress and none of the adolescents were having extreme academic stress.

Table 5.16: Mean, Median, SD and range of Academic stress of adolescents. N=150

Variable	Mean	Median	SD	Range
Academic stress	88.49	86	17.46	46-141

In this study results Table 5.16 depicts that mean ± SD of academic stress was 88.49± 17.46, median was 86 and the range was about 46-141=95

Part IV: Correlation between academic stress and mental well-being among adolescents.

Table 5.17: Correlation between academic stress and mental well-being among Adolescents. N=150

Variables	Mean	Median	SD	Range	r Value	Significance
Academic Stress	88.49	86	17.46	46-141	0.16	Mild Corelation
Mental Well Being	93.21	93	9.925	61-119		

Table 5.17 shown that mild correlation between mental well-being and academic stress among adolescents had shown ($r = 0.16$ at $p<0.05$).

Hence, the H1 is accepted and it depicts that there was mild correlation between mental well-being and academic stress among adolescents.

Part V: Association between mental well-being with their selected socio demographic variables of adolescents

In the present study shown that the sociodemographic variables like number age (χ^2 = 9.962), religion (χ^2 = 10.39), year of study (χ^2 = 46.58) and type of family (χ^2 = 12.46) had shown significant association with academic stress (ASS) among adolescents. The other sociodemographic variables such as gender, father education, mother education, father occupation, mother occupation, area of residency, family income and number of siblings are did not show statistically significant association with academic stress (ASS).

Hence, H2 is accepted for the sociodemographic variables like number of age, religion, year of study and type of family. It depicts that there was a significant association between gender, father education, mother education, father occupation, mother occupation, area of residency, family income and number of siblings with academic stress (ASS).

Part VI: Association between academic stress with their selected socio demographic variables of adolescents

In the present study shown that the sociodemographic variables like number age (χ^2 = 9.962), religion (χ^2 = 10.39), year of study (χ^2 = 46.58) and type of family (χ^2 = 12.46) had shown significant

association with mental wellbeing among adolescents. The other sociodemographic variables such as gender, father education, mother education, father occupation, mother occupation, area of residency, family income and number of siblings are did not show statistically significant association with mental wellbeing.

Hence, H2 is accepted for the sociodemographic variables like number of age, religion, year of study and type of family. It depicts that there was a significant association between gender, father education, mother education, father occupation, mother occupation, area of residency, family income and number of siblings with mental wellbeing.

DISCUSSION

Part I: Description of socio-demographic variables of adolescents. N=150

Present study shows that Percentage wise distribution of adolescents according to their age shows that majority 56(37%) of adolescents were aged 15 years, followed by 47(31%) of adolescents were aged 16 years, 41(27%) of adolescents were aged 14 years, and 6(4%) of adolescents were aged 13 years.

Similar study was conducted by Rentala, Sreevani (2019) it depicts that the distribution of the sociodemographic, educational, and psychological variables pertaining to the study sample. Mean age of the sample was 18.01% ±0.9. 65% were residing in rural areas. [5]

Present study shows that Percentage wise distribution of adolescents according to their family income shows that majority 55(37%) of adolescent's family income had 10001-20000Rs/- and above family income, followed by 46(31%) of adolescent's family income had >30001Rs/-, 28(19%) of adolescents' family income had 20001-30000Rs/- and 21(14%) of adolescents' family were <10000Rs/-.

Similar study was conducted and showed that most of the family income of college students was between 50,000 and 99,999 RMB yuan. 58.73% of college students said the COVID-19 pandemic had caused a decline in the household economy.[5]

Part II: Assessment of mental wellbeing among adolescents

In this present study shows that depicts that mean ± SD of mental wellbeing was 93.21± 9.925, median was 93 and the range was about 61-119=58

Present study results discussed with the study conducted by Ghazala Shahina (2022) the mean score and standard deviations for psychological wellbeing (PWB) were 15.23 and 2.87 respectively.[6]

Part III: Assessment of academic stress among adolescents

The present study shows that majority 95(63%) of the adolescents were having moderate academic stress, followed by 48(32%) of adolescents were having the slight academic stress, 7(5%) of adolescents were having high academic stress and none of the adolescents were having extreme academic stress.

Similar study was conducted by Dr. P. suresh Prabu (2015) and study reveals that the higher secondary students are having moderate level of academic stress and irrespective of sub samples of the higher secondary students are having moderate level of academic stress. The male student\'s academic stress is higher than female students. The urban student\'s academic stress is higher than rural student. The Government school student\'s academic stress is less than private school student. The science subject student\'s academic stress is higher than arts student. The students whose parent\'s education as literate level academic stress is higher than their counterpart.[7]

Part IV: Correlation between academic stress and mental well-being among adolescents.

The present study shown that correlation between mental well-being and academic stress among adolescents and ($r = 0.16$ at $p<0.05$) no correlation. Hence, it depicts that there is mild correlation between mental well-being and academic stress among adolescents.

Similar study was conducted by Jenifer Laldikpuii (2023) shows that the relationship between Mental well-being and Academic stress among the students of Mizoram. The Peason correlation was found to be .000 and p value was found to be.000 at 0.05 level. It indicates no relationship between Academic stress and Mental well-being.[8]

Part V: Association between mental well-being with their selected socio demographic variables of adolescents

In the present study shown that the sociodemographic variables like number age (χ^2 = 9.962), religion (χ^2 = 10.39), year of study (χ^2 = 46.58) and type of family (χ^2 = 12.46) had shown significant association with mental wellbeing among adolescents. The other sociodemographic variables such as gender, father education, mother education, father occupation, mother occupation, area of residency, family income and number of siblings are did not show statistically significant association with mental wellbeing. It depicts that there was a significant association between gender, father education, mother education, father occupation, mother occupation, area of residency, family income and number of siblings with mental wellbeing.

Similar study was conducted by Yusral Al Nasiri (2022) Data were analyzed using SPSS, The age

of the students ranged between (9-14 years), The result from the questionnaires revealed that 60% of students had experienced mood swings. (M = 23.25, SD =5.54). The study also attempted to correlate experience of bullying with the mental health status. The findings revealed that 89% of students experienced bullying and grade 5 were highly victimized from bullying than others group. The results indicated a strong correlation between experience of bullying and mental health problems (r=0.85); which suggests that bullying could be a cause for experiencing mental health problems in school age children. The study also highlighted that a smaller rate of students (10.8%) had tendency for bullying. From the analysis, it was found that grade 10 (M =4.05, SD=3.57) had higher tendency for bullying than other groups. [9]

Part VI: Association between academic stress with their selected socio demographic variables of adolescents.

In the present study shown that the sociodemographic variables like number age (χ^2 = 9.962), religion (χ^2 = 10.39), year of study (χ^2 = 46.58) and type of family (χ^2 = 12.46) had shown significant association with academic stress (ASS) among adolescents. The other sociodemographic variables such as gender, father education, mother education, father occupation, mother occupation, area of residency, family income and number of siblings are did not show statistically significant association with academic stress (ASS). It depicts that there was a significant association between gender, father education, mother education, father occupation, mother occupation, area of residency, family income and number of siblings with academic stress (ASS).

Similar study was conducted by Jitesh Pillai (2023) Stress was found to be more in female children compared to male children which was statistically highly significant (X=9.16; p value=0.04). Adolescents with illiterate fathers had significant stress which was highly significant (=12.47 and p value is <0.001).37.5% of children with illiterate mothers had minimal stress, 50% had moderate stress and 12.5% had severe stress. Academic stress was less when mother is either graduate or post graduate which is statistically highly significant (X=17.56 ； p value=0.001), The type of school was not related to stress (0=2.08; p value=0.55). There was a significant association between final exam grade in the previous year and academic stress (0=15.9; p value=0.005). No statistically significant association between different age and stress due to school and teachers (2=3.37; p value=0.3). Statistically significant association was noted between the age and stress due parental pressure. Increased stress was noted over 15 years of age (x-11.96 ； p value=0.008). There was no statistically significant association between age and stress due to exams (=2.47; p value=0.47) or between age of the participant and peer stress (x=2.47; p value=0.49). There was no statistically significant association between age between age and stress due to self-despondency (x-=5.65; p value 0.13), and between age and stress due to self-expectation (L-=4.28 and p value=0.23).[10]

LIMITATIONS

Students who are studying in selected BVVS English medium high school vidygiri, Bagalkot.150 adolescents studying in BVVS English medium high school vidyagiri, Bagalkot. Getting permission from school authority. Data collection by 150 students.

CONCLUSION

The study found that most adolescents were aged 15 years (37%), followed by 16 years (31%), 14 years (27%), and 13 years (4%). The mean mental wellbeing score was 93.21 ± 9.925, with a median of 93 and a range of 61–119. Most adolescents (63%) experienced moderate academic stress, 32% had slight stress, 5% had high stress, and none had extreme stress. A mild positive correlation ($r = 0.16$, $p < 0.05$) was found between mental wellbeing and academic stress. Age, religion, year of study, and type of family showed significant associations with both mental wellbeing and academic stress. However, gender, parents' education and occupation, area of residence, family income, and number of siblings did not show significant associations

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