



PaAcademic Stress and Academic Performance: A Study of Undergraduate Students

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ABSTRACT Academic stress has become a major concern among undergraduate students due to increasing academic demands, competitive environments, and performance expectations. The present study aims to examine the relationship between academic stress and academic performance among undergraduate students. Primary data were collected from 61 undergraduate students through a structured questionnaire using Google Forms. The study examines key academic stressors such as examinations, heavy syllabus, lack of revision time, academic workload, and fear of poor academic performance, along with their impact on motivation, concentration, mental health, and academic outcomes. The findings reveal that academic stress is highly prevalent among students and has a significant negative effect on their academic performance and psychological well-being. The study also highlights various measures suggested by students to reduce academic stress, including syllabus reduction, practical learning, supportive teaching, counseling services, and stress-management techniques. The research concludes that effective academic planning and mental health support are essential for improving students' academic performance and overall well-being.

Keywords: Academic Stress, Academic Performance, Undergraduate Students, Mental Health, Stress Management

INTRODUCTION Academic stress refers to the psychological and emotional pressure experienced by students due to academic-related demands such as examinations, workload, deadlines, syllabus pressure, and performance expectations. In the present education system, undergraduate students face continuous evaluation, competitive grading, and expectations from family and society, which significantly contribute to academic stress. Excessive academic stress can adversely affect students' concentration, motivation, mental health, and academic performance. Students pursuing undergraduate programs in commerce and arts often face additional pressure related to career planning, professional examinations, and future employment opportunities. Therefore, understanding academic stress and its impact on academic performance is essential for developing a supportive and effective learning environment.

REVIEW OF LITERATURE Several studies have identified academic stress as a major factor affecting students' academic performance and mental health. Research suggests that examinations, heavy syllabus, and lack of time for revision are common sources of stress among undergraduate students. High stress levels have been found to reduce concentration, learning efficiency, and academic achievement. Previous studies also emphasize the importance of teacher support, counseling services, and stress-management strategies such as exercise, meditation, and time management in reducing academic stress. Practical and application-based learning has been recommended as an effective method to reduce academic burden and improve student engagement.

OBJECTIVES OF THE STUDY The objectives of the study are:

- * To assess the level of academic stress among undergraduate students.
- * To identify major sources of academic stress.
- * To analyze the impact of academic stress on academic performance, motivation, and concentration.
- * To examine students' use of stress-management techniques.
- * To identify measures to reduce academic stress among undergraduate students.

RESEARCH METHODOLOGY : The study is based on primary data collected through a structured questionnaire administered using Google Forms. The sample consisted of 61 undergraduate students enrolled in courses such as B.Com, BA, and other undergraduate programs. The questionnaire included demographic details and statements related to academic stress and academic performance measured on an agreement scale. An open-ended question was also included to gather students' opinions on measures to reduce academic stress. The collected data were analyzed using descriptive interpretation and qualitative thematic analysis.

DATA ANALYSIS AND INTERPRETATION : The analysis of responses indicates that a majority of students experience academic pressure due to examinations. Examinations were identified as one of the primary sources of stress, creating anxiety and fear related to performance and results. Many students reported that a heavy syllabus increases stress levels, particularly when theoretical content is extensive and difficult to manage within limited time. Lack of sufficient time for revision emerged as another significant stress factor. Students expressed that overlapping exams, assignments, and academic responsibilities restrict effective revision, thereby increasing stress. Academic workload was found to negatively affect students' mental health, leading to fatigue, anxiety, and emotional strain. Fear of poor academic performance was also identified as a major contributor to academic stress. Students reported concern about grades, internal assessments, and future career prospects. Academic stress was found to negatively affect concentration during studies, making it difficult for students to focus and retain information. Overall, academic stress was observed to have an adverse impact on academic performance, though some students reported remaining motivated despite stressful academic conditions.

QUALITATIVE ANALYSIS: MEASURES TO REDUCE ACADEMIC STRESS The qualitative analysis of students' responses revealed several important measures to reduce academic stress:

- * **Syllabus & Curriculum:** A large number of students emphasized the need for reduction in syllabus load and replacement of excessive theoretical content with practical and application-based learning.
- * **Instructional Support:** Suggestions included industrial visits, real-life assignments, and skill-based evaluation. Supportive teachers and positive teacher-student interaction were considered crucial.
- * **Institutional Services:** Counseling services and mental health support were frequently suggested as essential.
- * **Personal Coping:** Students recommended yoga, meditation, exercise, regular breaks, and physical activities. Peer support and communication with family were also viewed as helpful.

FINDINGS OF THE STUDY

- * Academic stress is prevalent among undergraduate students.
- * Examinations, heavy syllabus, lack of revision time, and workload are major stressors.
- * Academic stress negatively affects concentration, mental health, and academic performance.
- * Not all students actively practice stress-management techniques.
- * Students feel the need for better academic support and practical learning methods.

CONCLUSION

The study concludes that academic stress significantly influences the academic performance and mental health of undergraduate students. While academic challenges are unavoidable, excessive stress can hinder learning and reduce academic effectiveness. Educational institutions should adopt student-friendly academic policies, promote practical learning, strengthen counseling services, and encourage stress-management practices. Addressing academic stress effectively will enhance both academic performance and overall student well-being.

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