
Assessing the Mediating Role of Stress Management Strategies in the Relationship between Academic Pressure and Student Performance: A Review-Based Study**Prateek Maheshwari,**

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Abstract

The educational environment across the world has undergone substantial transformation due to increasing competition, rising academic expectations, and performance-oriented evaluation systems. Students at school and university levels are frequently exposed to high levels of academic pressure arising from examinations, assignments, parental expectations, peer competition, and career uncertainty. Although moderate levels of pressure may enhance motivation and productivity, excessive academic pressure often leads to psychological distress, anxiety, emotional exhaustion, and declining academic performance. In this context, stress management strategies have emerged as critical mechanisms that enable students to cope effectively with academic stress and maintain positive educational outcomes. The present review-based study examines the mediating role of stress management strategies in the relationship between academic pressure and student performance. The study adopts a descriptive research design based entirely on secondary data collected from peer-reviewed journals, books, educational reports, conference papers, institutional publications, and previous empirical studies. Through systematic analysis and synthesis of existing literature, the study explores the relationship between academic pressure, stress management strategies, and student performance.

The review indicates that excessive academic pressure negatively affects cognitive functioning, concentration, emotional stability, and overall academic achievement. However, the adoption of effective stress management strategies such as time management, mindfulness, emotional regulation, counseling, physical exercise, relaxation techniques, and social support significantly reduces the adverse impact of stress. These strategies function as mediators by strengthening students' coping abilities and psychological resilience, thereby improving academic outcomes.

The study further highlights that educational institutions often prioritize academic achievement while neglecting students' mental and emotional well-being. Consequently, the article emphasizes the need for integrating stress management interventions into educational systems to promote holistic student development. The findings contribute to the existing literature in educational psychology and provide practical implications for educators, policymakers, researchers, and parents seeking to create healthier academic environments.

Keywords: Academic Pressure, Stress Management Strategies, Student Performance, Educational Stress, Review-Based Study, Secondary Data, Mediation, Academic Achievement

1.0 Introduction

Education is one of the most significant instruments for social progress, economic development, and individual empowerment. Academic achievement is often regarded as a pathway to professional success, social recognition, and financial security. As a result, students are increasingly expected to demonstrate exceptional academic performance and compete effectively within highly demanding educational systems. In contemporary society, educational institutions, parents, and policymakers place substantial emphasis on grades, examination scores, and academic excellence. Although these expectations may motivate students to strive for success, they also create immense academic pressure that can negatively affect students' mental health and educational outcomes.

Academic pressure refers to the psychological burden experienced by students due to academic demands that exceed their coping capacity. It arises from multiple sources such as examinations, homework, assignment deadlines, competitive environments, parental expectations, peer comparison, and concerns regarding future careers. The growing emphasis on performance-based education has intensified stress levels among students across different age groups.

In recent years, concerns regarding student stress and mental health have increased significantly. Numerous studies indicate that students frequently experience anxiety, depression, emotional instability, sleep disturbances, and burnout as a result of excessive academic demands. Educational stress has become particularly severe in competitive educational systems where academic performance is considered the primary indicator of success. Despite the negative consequences associated with academic pressure, not all students respond to stress in the same manner. Some students demonstrate resilience and maintain positive academic outcomes even under high-pressure conditions. One of the most important factors contributing to such resilience is the use of effective stress management strategies. Stress management strategies refer to the behavioral, cognitive, emotional, and social techniques used by individuals to cope with stress effectively. These strategies help students regulate emotional responses, manage academic responsibilities, and maintain psychological well-being. Students who adopt healthy coping mechanisms are often better equipped to handle academic challenges and sustain academic performance. Stress management strategies may include time management, relaxation exercises, meditation, physical activity, emotional regulation, counseling, mindfulness practices, and social support systems. Such strategies not only reduce emotional distress but also improve concentration, motivation, and self-confidence.

The present study seeks to examine the mediating role of stress management strategies in the relationship between academic pressure and student performance. The study adopts a review-based descriptive approach using secondary data collected from previously published research and scholarly literature. Rather than conducting empirical surveys or experiments, the research synthesizes existing findings to develop a comprehensive understanding of the interplay among academic pressure, stress management, and student performance. The significance of the study lies in its focus on the psychological and educational dimensions of student performance. In many educational settings, academic achievement is emphasized without adequate attention to students' mental health and emotional well-being. By examining stress management as a mediating factor, the study contributes to the growing recognition that academic success depends not only on intellectual ability but also on emotional resilience and coping capacity.

The study is particularly relevant in the post-pandemic educational context where students face additional challenges related to online learning, social isolation, technological adaptation, and uncertainty regarding academic futures. Understanding the role of stress management can help educational institutions create supportive learning environments that balance academic excellence with psychological well-being.

2.0 Conceptual Framework

2.1 Academic Pressure: Academic pressure is fundamentally understood as the psychological burden and stress intrinsically linked to rigorous educational demands and escalating institutional expectations. It typically manifests when students interpret their academic requirements whether coursework, assessments, or extracurricular obligations as exceedingly difficult, overwhelming, or simply beyond their current personal capacity to manage effectively. This multifaceted pressure originates from a complex interplay of both internal and external environmental sources. Students frequently grapple with the heavy weight of exceptionally high academic expectations from educators, the intense scrutiny of highly competitive examinations, and the sheer volume of a heavy syllabus combined with an unrelenting daily workload. Furthermore, this academic burden is often significantly compounded by intense parental pressure to achieve top grades, pervasive peer competition that fosters constant social comparison, an underlying but profound fear of academic failure, rigid time constraints, and pervasive anxiety regarding future career prospects. It is important to recognize that academic pressure is not inherently detrimental in all contexts; in its moderate forms, it can actually serve as a constructive, motivating force. Optimal levels of stress can encourage personal discipline, sharpen cognitive focus, and promote goal-oriented behaviors that actively drive academic success. However, when this pressure crosses the critical threshold from manageable to excessive, it invariably leads to a cascade of severe psychological and physiological consequences. Students subjected to such chronic stress frequently experience heightened anxiety, deep-seated frustration, debilitating emotional exhaustion, and even clinical depression. Physically, this distress often manifests as chronic headaches, persistent insomnia, and an overall decline in health, which ironically culminates in significantly reduced academic performance. Furthermore, educational researchers have consistently highlighted that prolonged and unmitigated exposure to academic stress profoundly and negatively affects critical cognitive processes, leading to significant impairments in memory retention, diminished concentration, and compromised decision-making abilities, ultimately hindering holistic student development.

2.2 Student Performance: Student performance is comprehensively understood as the culmination of academic outcomes that individuals achieve through a diverse range of learning activities, structured curricula, and rigorous educational assessments. In the contemporary educational landscape, this performance is not viewed as a singular metric but is generally evaluated through a multidimensional approach. It encompasses quantitative measures such as standardized examination scores and cumulative grades, alongside qualitative indicators including active classroom participation, a deep conceptual understanding of the subject matter, and the progressive development of practical and analytical skills. The trajectory of a student's academic success is rarely linear or isolated; rather, it is intricately

shaped by a wide array of interrelated determinants that span both personal and environmental spheres. Foundational elements such as innate intelligence and cognitive aptitude play a crucial baseline role, but these must be synergized with intrinsic motivation and robust self-confidence to yield tangible results. Furthermore, the external educational ecosystem heavily dictates outcomes; the caliber of teaching quality and the presence of a supportive, resource-rich learning environment are pivotal catalysts for student engagement. Beyond the classroom walls, a student's socio-economic and family background provides a critical support structure that invariably impacts their academic journey. Crucially, personal competencies, such as effective time management and high emotional intelligence, act as the connective tissue that allows students to navigate these complex variables. However, among all these influencing factors, the profound impact of emotional well-being and varying stress levels cannot be overstated. Psychological stress exerts a highly significant influence on academic achievement, primarily because optimal cognitive functioning is inextricably linked to a student's emotional stability. When students are subjected to excessive, unmanaged stress, they frequently experience a severe disruption in their mental faculties, struggling immensely with sustained concentration, memory consolidation, and baseline motivation, ultimately leading to diminished educational outcomes.

2.3 Stress Management Strategies: To effectively mitigate the detrimental impacts of academic pressure on student performance, researchers advocate adopting specific coping mechanisms. These vital stress management strategies are broadly classified into four distinct categories.

2.3.1. Problem-Focused Strategies: Problem-focused strategies involve confronting and altering the root causes of academic stress. Instead of merely managing emotional fallout, students take proactive control over their workload through structured techniques. Key methods include meticulous time management to allocate hours efficiently, and goal setting to break overwhelming assignments into manageable milestones. Additionally, prioritizing tasks based on urgency ensures deadlines are met without last-minute panic, while comprehensive academic planning helps navigate the semester smoothly. By systematically deconstructing their workload, students transform intimidating academic burdens into actionable steps, fostering self-efficacy, reducing immediate anxiety, and paving the way for sustained educational success.

2.3.2 Emotion-Focused Strategies: Emotion-focused strategies are designed to help students regulate their internal psychological responses to academic stressors, particularly when external demands like exam schedules cannot be changed. These interventions provide essential tools to navigate distress and maintain equilibrium. Techniques such as mindfulness and meditation teach students to anchor their awareness in the present, disrupting escalating cycles of anxiety and rumination about future failures. Furthermore, deep breathing exercises and relaxation techniques serve as immediate physiological interventions to lower heart rates and reduce cortisol levels during high-pressure moments. Ultimately, these strategies alter a student's relationship with their workload, enabling optimal cognitive functioning.

3. Behavioral Strategies: Behavioral strategies emphasize the inextricable link between physical health and psychological resilience in managing academic pressure. A student's capacity to endure stress relies heavily on maintaining a strong biological foundation. Regular physical exercise is crucial, acting as an outlet for nervous energy and stimulating mood-elevating endorphins to counteract chronic stress. Equally vital is cultivating consistent, healthy sleep habits, which are necessary for memory consolidation and neurological restoration. Furthermore, balanced nutrition provides the sustained energy required for intense concentration. By prioritizing these fundamental physical needs, students fortify their physiological baseline, inherently enhancing their psychological threshold for academic stress.

4. Social Support Strategies: Social support strategies leverage human connection to buffer against the isolating effects of academic stress. Because the pursuit of education can often feel solitary, actively seeking external guidance and empathy is vital. Professional counselling provides a confidential space to explore anxieties with mental health experts. Family support offers unconditional backing and a stable environment away from academic rigors. Furthermore, interacting with peers navigating similar challenges normalizes the stress experience and fosters solidarity. Finally, seeking teacher mentorship clarifies academic expectations. By distributing the psychological burden across a supportive network, students significantly diminish emotional distress and build resilience.

2.4 Mediating Role of Stress Management: In the complex landscape of educational psychology and behavioral research, a mediating variable serves a fundamentally crucial analytical function. It is designed to explain the underlying psychological, emotional, or behavioral mechanism through which a specific independent variable ultimately exerts its influence upon a dependent variable. Within the precise conceptual framework of this current study, academic pressure is established as the primary independent variable, representing the intense external demands placed upon learners. Conversely, overall student performance acts as the dependent variable, representing the final, measurable educational outcome. Situated strategically between these two opposing forces, stress management strategies function as the vital mediating variable. This intricate mediation model posits that these coping strategies do not merely exist alongside stress; rather, they actively intervene in the relationship by significantly buffering and reducing the profound negative psychological and physiological effects typically triggered by intense academic pressure. By actively improving a student's inherent coping capacity, emotional regulation, and psychological resilience, stress management techniques fundamentally alter the trajectory of the individual's stress response. Consequently, this theoretical model strongly suggests that the mere presence of severe academic pressure does not automatically or inevitably precipitate poor academic performance. Instead, final educational outcomes depend heavily upon the student's proactive ability to manage stress effectively.

3.0 Review of Literature

The relationship between academic pressure and student performance has been widely explored in educational psychology and behavioural sciences. Existing literature indicates that academic stress significantly influences students' emotional well-being and academic outcomes. Despite extensive literature on academic stress, limited review-based studies specifically examine stress management strategies as mediating variables between academic pressure and student performance. The present study attempts to address this gap through comprehensive secondary data analysis.

Research extensively documents the multifaceted nature of academic pressure and its psychological toll. Anderson, JK et al. (2007) investigated pre-examination anxiety and emotion control strategies in relation to gender differences and the type of self-declared intensity of psychosomatic reactions to examination stress. Addressing potential interventions, Mahapatro, S. et al. (2012) threw light on examination stress in adolescents. The researchers not only explained the stress situations but also discussed the techniques and methods of reducing stress, such as breathing techniques, relaxation routines, physical activities, complementary therapies, sleep, and support groups. Investigating demographic variables, Watode, BK et al. (2013) conducted a cross-sectional study identifying the stress and factors causing such stress among students from Delhi. This study revealed that adolescents with mothers educated below graduation are less stressed as compared to students whose mothers had a higher education level. Further comparative analysis was provided by Lal, Krishna (2014), whose study compares the academic stress of senior secondary school students and examines the stress level among male and female, rural and urban, government and private senior secondary students. Highlighting the severity of these pressures, Sathish K, Kumar et al. (2017) established a relationship between depression, anxiety, and stress, and variables affecting them like gender, standard of living, and religion with special reference to students of Imphal, Manipur. Their study reveals that almost 81.6% of students are reported with psychiatric symptoms with at least one of them. Expanding on the sources of stress, Neeta, K M et al. (2020) examined the stress level among the students of higher secondary schools in Gorakhpur district. The researchers classified academic stress into seven different categories: stress due to teachers, peers, exams and tests, parental and social factors, time management, infrastructure, and self-inflicted factors. Providing a contemporary national perspective, Vidya, Palak Narhari (2025) revealed the levels of stress students bear during board exams in India. The study shows that exam pressure leads to anxiety, depression, low self-esteem, and poor academic performance. Students appearing in compartment exams or facing high parental expectations face greater stress, and other stressors like rigid curricula and lack of proper support systems further increase these levels. Consequently, the study emphasizes the need for academic support and professional counselling to help students manage examination stress and improve their overall well-being and performance.

A substantial body of literature also focuses specifically on the detrimental impacts of academic workload and external expectations on student motivation and achievement. Donde S., Snehal (2014) helped identify the degree of stress teachers face due to the pressure of syllabus completion, examination processes, frequent corrections of answer sheets, maintaining records, continuous evaluation procedures, and extra-curricular activities, which more often transfers to the students and plays a vital role in increasing academic stress amongst them. Examining family dynamics, Mehta, Richa (2016) attempted to establish the relation between academic anxiety, academic achievement, parental aspiration, parental involvement, and parental encouragement. The study reveals that mothers have more aspirations than fathers, family size and birth order negatively impact parental aspirations, and parents generally have higher aspirations for daughters compared to boys. Kala, C. (2018) focused on academic stress arising due to entrance exams for getting admission into professional courses, noting it can lead to an increase in the risk of psychiatric morbidity among students; teachers were also consulted to identify key factors causing this stress. Similarly, Subramani, C. et al. (2019) focused on the sources of academic stress among higher secondary school students, identifying five main sources: parental expectations, fear of failure in exams, comparison among students, competition with other students on the basis of grades achieved, and too many tests. Tus, Jhoselle (2020) aimed to determine the relationship of stress and motivation with students' academic performance. Adding to this, Thenomozhi, P (2020) stated that students of all ages can feel stress due

to both positive and negative reasons, with academic stress arising from a teacher's compulsion to complete assignments on time, coaching classes, lack of weekend holidays, extra working hours, and frequency of exams. Validating these impacts quantitatively, Phillips, CS et al. (2020) made an attempt to know the correlation between academic stress and academic performance among tertiary level students in Bangladesh, with the outcomes revealing a negative correlation between the two. Pascoe C., et al. (2020) further revealed that students in secondary and tertiary education settings face a wide range of stressors related to academic demands. Finally, Jaiswal, Sweta et al. (2025) established a link between academic stress and achievement motivation among secondary students across different boards. The study finds that increased academic pressure, arising from expectations, competition, and fear of failure, reduces students' motivation and affects their performance. Thus, the study highlights that excessive stress negatively impacts learning and well-being, and suggests that supportive environments, guidance, and counseling can help students manage stress and maintain motivation.

4.0 Research Objectives

The present study is guided by the following objectives:

- 1) To examine the relationship between academic pressure and student performance.
- 2) To analyze the role of stress management strategies in educational settings.
- 3) To assess the mediating role of stress management strategies between academic pressure and student performance.
- 4) To identify effective coping mechanisms that contribute to improved academic outcomes.
- 5) To provide educational and policy recommendations for reducing academic stress.

5.0 Hypotheses of the Study

The study is based on the following hypotheses:

H1: Academic pressure negatively influences student performance.

H2: Stress management strategies positively influence student performance.

H3: Academic pressure negatively affects students' psychological well-being and coping capacity.

H4: Stress management strategies mediate the relationship between academic pressure and student performance.

6.0 Research Methodology: This section outlines the comprehensive research methodology employed to systematically investigate the mediating role of stress management between academic pressure and student performance. It details the study's design, the specific nature of the data, collection sources, inclusion criteria, and the chosen analytical framework.

6.1 Research Design: The study adopts a descriptive, review-based research design heavily reliant on secondary data analysis. This specific descriptive approach is highly appropriate as the research primarily seeks to systematically analyse, synthesize, and interpret existing literature concerning academic pressure, stress management strategies, and overall student performance.

6.2 Nature of Data: This research relies exclusively on secondary data systematically collected from a diverse array of previously published academic sources. These credible sources comprehensively include peer-reviewed journal articles, authoritative books, academic texts, research dissertations, official government reports, broad educational surveys, institutional publications, and formal conference proceedings.

6.3 Sources of Data Collection: To ensure a robust and comprehensive review, secondary data were meticulously gathered from highly reputable and widely recognized academic databases. The primary digital sources utilized for this extensive literature collection process included Google Scholar, JSTOR, ResearchGate, Scopus-indexed journals, and various specialized educational research repositories.

6.4 Inclusion Criteria: Strict inclusion criteria were applied to select the most relevant literature. The chosen publications must originate from credible academic sources, be written in English, and have been published within the last two decades, explicitly focusing on academic stress, student performance, and effective stress management strategies.

6.5 Analytical Approach: The study employs a rigorous qualitative content analysis combined with a comparative synthesis of the existing research findings. Through this methodical approach, relevant underlying themes, recurring patterns, and significant relationships within the literature are systematically identified, thoroughly evaluated, and logically interpreted to draw meaningful conclusions.

7.0 Analysis and Discussion

7.1 Relationship between Academic Pressure and Student Performance

Existing literature consistently demonstrates a profound negative relationship between excessive academic pressure and student performance. Although moderate stress can serve as a motivational driver, prolonged and intense pressure severely impairs cognitive functioning and emotional stability. Consequently, students enduring high stress levels frequently experience diminished concentration, impaired memory retention, severe sleep disturbances, and emotional exhaustion. These debilitating factors, coupled with anxiety and fear of failure, significantly undermine overall learning efficiency and examination outcomes.

7.2 Role of Stress Management Strategies

Conversely, the implementation of effective stress management strategies significantly enhances a student's capacity to navigate complex academic challenges. Students who actively utilize these techniques consistently exhibit superior concentration, intrinsic motivation, and emotional equilibrium, ultimately driving higher academic achievement. Specific approaches, such as strategic time management, mitigate academic overload, while mindfulness practices and regular physical exercise optimize emotional regulation and physiological well-being. Furthermore, robust counselling support and social interaction drastically reduce psychological distress.

7.3 Mediating Role of Stress Management

Comprehensive analysis confirms that stress management strategies function as a critical mediating variable between academic pressure and student performance by actively buffering the harmful psychological impacts of stress. When students adopt these adaptive coping mechanisms, they successfully maintain emotional stability, sharpen cognitive focus, and cultivate robust self-confidence. Ultimately, this crucial mediation effect proves that severe academic pressure does not inevitably guarantee poor performance, provided that students possess and consistently apply strong, effective coping mechanisms.

8.0 Educational Implications

The comprehensive findings of this review-based study present significant, actionable implications for educational institutions across all levels. Recognizing the severe impact of academic pressure, schools and universities must fundamentally reevaluate their current operational paradigms. It is imperative that educational stakeholders actively shift their focus from purely academic metrics to encompass the broader psychological well-being of their student bodies, thereby fostering a more supportive, resilient, and deeply empathetic learning environment.

8.1 Integration of Mental Health Programs

To proactively address the escalating crisis of student anxiety, schools and universities must seamlessly integrate comprehensive stress management and mental health awareness programs directly into their core educational curricula. Rather than treating mental health as a secondary concern, institutions should establish structured, mandatory modules that teach evidence-based coping mechanisms, emotional regulation techniques, and mindfulness practices, empowering students with the vital psychological tools required to navigate intense academic pressures successfully.

8.2 Counselling Services

Educational institutions must urgently strengthen and expand their on-campus professional counselling services to provide immediate, accessible psychological support for students facing overwhelming academic stress. This involves hiring adequate numbers of trained mental health professionals, eliminating the stigma associated with seeking help, and establishing confidential, safe spaces where students can openly discuss their anxieties. Robust counselling infrastructure acts as a critical safety net, preventing moderate stress from escalating into severe depression.

8.3 Teacher Training

Educational systems must invest heavily in comprehensive, ongoing psychological training for all teachers and faculty members. Educators should be expertly trained to recognize the early behavioral and physiological symptoms of severe stress among their students. By equipping teachers with these observational skills, they can transition from being mere instructors to empathetic mentors, adopting highly supportive, flexible teaching approaches that accommodate student well-being without compromising essential academic standards or learning outcomes.

8.4 Balanced Learning Environment

Finally, modern educational systems must actively pivot away from a singular, high-stakes focus on examination performance and instead promote a truly balanced learning environment dedicated to holistic student development. This requires redesigning evaluation methods to recognize diverse talents, encouraging participation in extracurricular activities, and valuing creative problem-solving over rote memorization. Cultivating such an environment ensures that students graduate not merely as successful test-takers, but as well-rounded, emotionally resilient individuals.

9.0 Policy Implications

To effectively address the escalating crisis of student stress, policymakers must urgently consider comprehensive educational reforms deliberately aimed at reducing excessive academic burdens while actively promoting holistic student well-being. Critical policy measures should include rigorous curriculum rationalization to eliminate redundant or overly dense syllabi, alongside progressive examination reforms that move away from high-stakes rote memorization. Furthermore, educational boards must actively formulate policies that deliberately reduce systemic performance pressure. This should be coupled with the robust promotion and integration of diverse extracurricular activities, and the mandated establishment of heavily funded, accessible mental health support systems within all educational institutions.

10.0 Limitations of the Study

Despite its comprehensive approach, this review-based study is subject to several inherent methodological limitations that must be acknowledged. Foremost, the research relies entirely on the synthesis of secondary data, meaning no primary empirical investigations, surveys, or direct student interviews were conducted to validate the current theoretical frameworks. Consequently, the accuracy and depth of these findings are inextricably dependent upon the underlying quality, rigor, and reliability of the pre-existing studies selected for review. Furthermore, the fundamentally descriptive and qualitative design of this research inherently limits the capacity for broad statistical generalization across highly diverse, global educational populations.

11.0 Suggestions for Future Research

To build upon the foundational findings of this review, future researchers are strongly encouraged to undertake rigorous empirical analyses utilizing primary data collection methods, such as large-scale surveys and experimental interventions. Additionally, conducting extensive comparative studies across diverse international educational systems could highlight culturally specific stressors. There is also a critical need for extended longitudinal research to track the long-term impacts of chronic stress on evolving academic outcomes. Furthermore, subsequent studies should prioritize detailed gender-based analyses of stress management efficacy, and critically examine the rapidly growing impact of digital learning environments on contemporary student academic stress levels.

12.0 Conclusion

In contemporary society, pervasive academic pressure has undeniably become an unavoidable reality within modern educational systems globally. While moderate, manageable levels of pressure can motivate students and encourage discipline, the relentless escalation of excessive academic demands negatively affects both psychological well-being and ultimate academic performance. By systematically analysing existing literature, this review-based study definitively concludes that stress management strategies play a fundamentally crucial mediating role in actively buffering the severe adverse effects of academic pressure. Students who proactively adopt healthy, adaptive coping mechanisms ranging from structured time management and mindfulness to emotional regulation, physical activity, professional counselling, and robust social support networks consistently demonstrate markedly better emotional resilience and superior academic achievement. These critical findings strongly emphasize the urgent need for educational institutions to prioritize mental health with the exact same rigor applied to academic excellence. Stress management protocols must be seamlessly integrated into comprehensive educational policies and daily institutional practices to promote holistic student development. Therefore, it is imperative that all educational stakeholders including teachers, parents, counsellors, and policymakers collectively work toward creating fundamentally supportive, empathetic academic environments that equally encourage rigorous intellectual growth and sustained emotional well-being.

The findings emphasize the need for educational institutions to prioritize students' mental health alongside academic excellence. Stress management should be integrated into educational policies and institutional practices to promote holistic student development. The study contributes to the growing literature on educational psychology by highlighting the importance of psychological resilience and coping strategies in academic success. Educational stakeholders including teachers, parents, counselors, and policymakers must collectively work toward creating supportive academic environments that encourage both intellectual growth and emotional well-being.

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