



RESEARCH ARTICLE

ACADEMIC STRESS AND ADJUSTMENT AMONG ADOLESCENTS IN SELECTED PU COLLEGE AT MYSURU

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ARTICLE INFO

Article History:

Received 27th March, 2026
Received in revised form
24th April, 2026
Accepted 25th May, 2026
Published online 30th June, 2026

Keywords:

Academic Stress,
Adjustment, Adolescent Girls.

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Citation: Dr. Rajitha, V.S, Dr Chaithanya, P. and Mrs. Jhancy Pavithra, 2026. "Academic stress and adjustment among adolescents in selected pu college at Mysuru". *International Journal of Current Research*, 18, (06), 37646-37648.

ABSTRACT

Introduction: Adolescents, typically aged between 10 and 19 years, are in a developmental phase that bridges childhood and adulthood. During this period, they undergo substantial physical, emotional, and psychological changes while striving for independence and identity formation. This stage is often referred to as the "storm and stress" period. **Aim and Objectives:** The study aimed to assess academic stress and adjustment among adolescents in selected PU Colleges of Mysore, determine the relationship between academic stress and adjustment, and identify their association with selected personal variables. **Methods:** A correlational research design was adopted for the study. The sample comprised 100 adolescent boys and girls aged 16–18 years, selected through a non-probability convenience sampling technique. Data were collected using a proforma for selected personal variables, a self-structured Academic Stress Scale, and an Adjustment Checklist. The collected data were analyzed using descriptive and inferential statistics. **Results:** The findings revealed that 73% of the adolescents had moderate academic stress, 17% had severe academic stress, and 10% had mild academic stress. Regarding adjustment, 70% had high adjustment, 30% had moderate adjustment, and none had low adjustment. No significant correlation was found between academic stress and adjustment. A significant association was observed between academic stress and personal variables such as religion, type of family, family monthly income, and mother's education. Adjustment was significantly associated with religion and father's education. **Conclusion:** The study highlights the prevalence of academic stress among PU students and emphasizes the need for stress management programs at the college level. The findings underscore the importance of addressing academic stress to promote the overall well-being and adjustment of adolescents.

INTRODUCTION

Adolescence is a critical developmental stage marked by rapid physical, emotional, psychological, and social changes. During this period, young individuals face various challenges while developing their identity, building relationships, and preparing for future academic and career goals. As a result, they are particularly vulnerable to stress and adjustment-related difficulties. Academic stress is one of the most common challenges experienced by adolescents. It arises from educational demands such as examinations, assignments, academic performance expectations, time management, and future career planning. In addition to academic pressures, factors such as parental expectations, family conflicts, and social influences may further contribute to stress and negatively affect students' well-being. Adjustment refers to an individual's ability to adapt effectively to personal, social, and environmental demands. Successful adjustment enables adolescents to cope with developmental challenges, maintain emotional stability, and achieve better academic outcomes. Conversely, poor adjustment may lead to emotional distress,

behavioral problems, and reduced academic performance. Support from family members, teachers, and peers plays a significant role in promoting healthy adjustment during this stage of life. Assessing academic stress and adjustment among adolescents is essential for identifying their needs and developing appropriate interventions. Understanding these factors can assist educators and healthcare professionals in designing counselling services, stress-management programs, and supportive strategies that enhance coping abilities, academic achievement, and overall psychological well-being among adolescents.

OBJECTIVES

- 1.To examine the academic stress among adolescents in selected PU College at Mysore
- 2.To assess the level of adjustment among adolescents in selected PU College at Mysore
- 3.To find the co-relation between academic stress and adjustment among adolescents in selected PU College at Mysore

- 4.To find out the association between academic stress of adolescents with their selected socio-demographic variables.
- 5.To find out the association between level of adjustment of adolescents with their selected socio-demographic variables

HYPOTHESES

H1: There will be a significant relationship between academic stress and adjustment among adolescents in selected PU College at Mysuru.

H2: There will be a significant association between the mean academic stress and selected demographic variables.

H3: There will be a significant association between mean adjustment level and selected demographic variables

METHODOLOGY

Research approach adopted was descriptive survey approach.

Variables of the study: Research variables: Academic stress and Adjustments among adolescent Demographic variables: Age, gender, area of residence, type of family, family Monthly income, Number of sibling, Father's education, Mother's education, frequency of going out, scholastic performance, number of social circle, history of health issue

Setting of the study: The present study was conducted in BGS PU College, Mysuru.

Population: In the present study population comprises of adolescents in Mysuru.

Sample and sampling: The sample of the present study comprises 100 adolescent boys and girls between the age group of 16-18 in selected PU College at Mysuru.

Sampling technique: Non- Probability convenience sampling technique

Description of tool

The tool was organised under 3 sections.

- Proforma for selected personal variables
- Self-structured academic stress scale to assess the academic stress among adolescents.
- Self-structured adjustment checklist to assess the adjustment among adolescents.

RESULTS

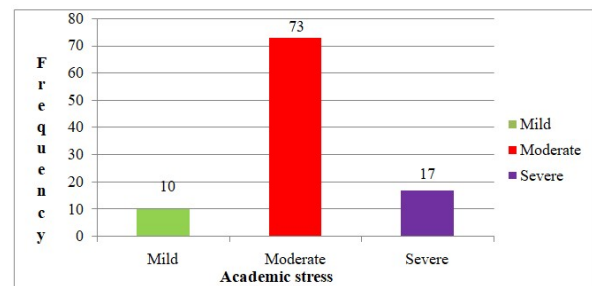
Section I

Description of selected personal variables of study subjects
Frequency and percentage distribution of adolescents according to their selected: The findings revealed that the majority of the participants were females (84%) and belonged to the 16-17 years age group. Most were Hindus (99%), from nuclear families (67%), and had a monthly family income of ₹10,000-20,000 (55%). The majority had one sibling (67%), with fathers having primary education (41%) and mothers having secondary education (58%). Most adolescents reported

going out once a month (75%) and were studying in 2nd PUC. Regarding scholastic performance, 79% had good academic achievement, while 52% reported having three friends. None of the participants had a history of health issues.

SECTION II

Description of academic stress of adolescents: The total academic stress scores ranged from 25-125. The highest score was 125 and lowest score was 25. This was further divided arbitrarily as Mild stress (92-125), Moderate stress (59-91) and severe stress (26-58).



Graph 1. Frequency distribution of adolescents according to their level of academic stress

Mean, median, range and standard deviation of academic stress of adolescents

Table 1. Overall mean, median, and standard deviation of academic stress

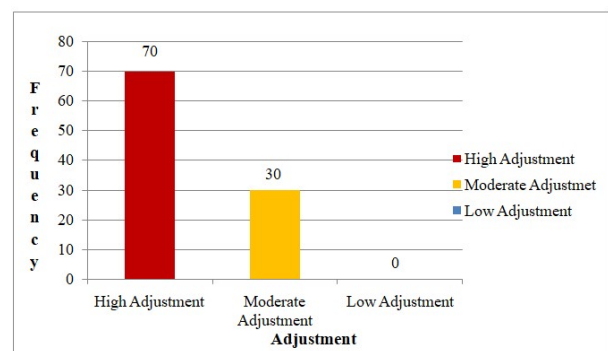
Sl No	Variables	Mean	Median	Rang	Standard deviation
1	Academic stress	78.8	83	36 – 108	1.6

Table 1 show that the mean academic stress score of the participants was 78.8, with scores ranging from 36 to 108. The median score was 83, and the standard deviation was 1.6.

SECTION III

Description of adjustment levels of adolescents

Description of adjustment level: The total adjustment score range from 0- 25 and further divided arbitrarily as high adjustment (18-25), moderate adjustment (9-17) and low adjustment (0-8).



Graph 2. Frequency and percentage distribution according to level of adjustment
Mean, median, range and standard deviation of adjustment of adolescents

Table 2. Overall mean, median, and standard deviation of adjustment level

Sl No	Variables	Mean	Median	Rang	Standard deviation
1	Adjustment	18.4	18	11-23	2.5

Table 2 shows that the mean adjustment score of the participants was 18.4, with scores ranging from 11 to 23. The median score was 18, and the standard deviation was 2.5.

SECTION IV

Findings related to the relationship between academic stress and adjustment of adolescents

In order to find out the correlation between academic stress and adjustment among adolescents correlation co-efficient was computed by using Karl Pearson’s coefficient of correlation. The obtained findings are given in Table 6. To test the statistical significance, the following hypothesis is stated;

H1: There will be a significant relationship between academic stress and adjustment among adolescents in selected PU College at Mysore

Table 3. Correlation Co-efficient of academic stress and adjustment of adolescents

Variable	Mean score	Correlation coefficient
Academic stress	78.8	.09
Adjustment	18.4	

P >0.05.

The data presented in Table 3 shows that there is no correlation between academic stress and adjustment. Thus research hypothesis H1 rejected and null hypothesis accepted.

Section V

Findings related to association of academic stress and adjustment of adolescents with their selected personal variables: At the 0.05 level of significance, a statistically significant association was observed between academic stress and selected personal variables, namely religion, type of family, family monthly income, and mother's educational status.

Similarly, a statistically significant association was found between adjustment and the personal variables of religion and father's educational status.

CONCLUSION

The study found that the majority of PU students experienced a moderate level of academic stress and a high level of adjustment. Although students face academic pressures, most were able to adapt effectively to their educational environment. The findings highlight the importance of understanding academic stress among PU students and its impact on their adjustment. Therefore, the implementation of stress management programs and counselling services at the college level may help students cope with academic challenges and promote their overall well-being and academic success.

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