

Impact of Academic Stress on Students Learning Efficiency And Academic Performance

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Abstract- *Academic stress is a ubiquitous challenge faced by students worldwide, profoundly impacting their mental health and academic achievement. This study delves into the intricate relationship between academic stress and its far-reaching consequences on learning efficiency and academic performance, underscoring the critical role of Emotional Intelligence (EI) in mitigating these effects. Stemming from pressures such as heavy academic workloads, intense exam environments, and pervasive competition, academic stress manifests in diminished concentration, compromised study habits, and ultimately, suboptimal academic outcomes. Through a mixed-methods approach blending quantitative surveys and qualitative interviews, the research unveils a stark negative correlation between stress levels and both learning efficacy and academic success, while also spotlighting the debilitating emotional and psychological toll of stress, including anxiety, depression, and burnout, thereby advocating for targeted interventions to alleviate stress, foster effective learning strategies, and bolster student well-being.*

Keywords- Stress, Student stress, Learning habits, Academic etc

I. INTRODUCTION

Academic stress has become a pressing concern in today's educational milieu, profoundly affecting students' well-being and academic trajectories. The relentless pressures of heavy academic workloads, exacting expectations, and incessant performance demands culminate in elevated stress levels, which can critically undermine learning efficiency – a cornerstone of academic success encompassing adept study habits, astute time management, and unwavering concentration. High stress can impede cognitive faculties like memory and attention, thereby obstructing information processing and knowledge retention, while also precipitating detrimental emotional and psychological fallout including anxiety and burnout. This study intricately examines the interplay between academic stress and its dual impact on learning efficiency and academic performance, seeking to unravel how stress moulds study habits, time management prowess, and concentrative abilities, with the overarching goal

of illuminating pathways to mitigate stress's adverse effects and foster enhanced learning outcomes alongside holistic student well-being.

OBJECTIVES

- To Study the demographic profile of the responders
- To evaluate the effect of academic stress on students academic performance

STATEMENT OF PROBLEM

Academic stress has entrenched itself as a ubiquitous challenge in modern educational settings, exerting profound influences on students' holistic well-being and scholastic attainment. The burgeoning pressures of academic curricula, the relentless pursuit of high grades, and the fiercely competitive ethos of educational institutions conspire to escalate stress levels, often precipitating manifestations like anxiety, depression, and burnout that critically impede effective learning and academic prowess. Notwithstanding the acknowledged gravity of academic stress, a nuanced comprehension of its precise ramifications on learning efficiency and academic performance remains imperative. This study bridges a discernible gap in understanding the intricate mechanisms whereby stress permeates learning processes, delving into its impacts on study habits, time management acuity, concentration, and ultimate academic outcomes. High stress appears to corrode concentrative capacities, erode time management efficacy, and undermine adoption of potent study strategies, cumulatively diminishing learning efficiency and culminating in attenuated grades, compromised test scores, and impaired information retention, thus underscoring the urgency of crafting targeted interventions and support scaffolding to empower students to navigate stress and optimise academic trajectories

LIMITATIONS OF THE STUDY

- Academic stress influences students' study habits, often leading to patterns like cramming or affecting their willingness to seek help.

- Exam periods and transitions like entering college often spike stress, impacting students' learning and academic performance.
- Effective stress coping strategies can reduce academic burnout risk, supporting students' motivation and engagement.

II. REVIEW OF LITERATURE

Dimitrov (2017) studied that the impact of academic stress among college students in India. The research highlighted the broader educational challenges in India, where overcrowded schools and limited resources hinder basic literacy and numeracy skills. Reports indicate that approximately 200 million primary school children struggle with reading, and UNESCO (2010) emphasizes that universal basic education could significantly reduce poverty. Dimitrov further noted that while education positively influences health, income, and overall well-being, many children continue to face difficult learning conditions, which exacerbate stress and academic challenges.

Dey et al. (2025) investigated the relationship between Emotional Intelligence (EI), academic stress, and academic performance among university students. Their findings indicated that EI—encompassing self-awareness, self-regulation, motivation, empathy, and social skills—plays a vital role in managing academic stress. Students with higher EI were found to cope more effectively with academic challenges and perform better academically. The study underscores the need to integrate EI-focused programs in educational settings to enhance resilience, student well-being, and overall development, providing guidance for educators, counselors, and policymakers.

Maajida Aafreen, Vishnu Priya, and Gayathri (2018) examined the effect of stress on academic performance among students in different academic streams. The study involved 80 students surveyed online and found that science-stream students experienced higher stress levels compared to peers in other disciplines. Elevated stress affected students' mental, physical, and emotional well-being and was linked to reduced academic performance. This research highlights the importance of identifying stressors and implementing strategies to promote healthier and more balanced student experiences.

Iurea and Safta (2018) highlighted the global rise in academic stress and its impact on student performance and health. They noted that academic life involves multiple stressors, including adaptation to new environments, high academic demands, and social integration challenges. Their

work emphasizes the need to assess stress comprehensively and develop effective coping strategies to create more supportive and conducive academic environments for students.

Akgun and Ciarrochi (2003) determines how learned resourcefulness moderates the relationship between academic stress and performance. In a study involving 141 first-year undergraduates, academic stress negatively affected grades; however, students with higher levels of resourcefulness were able to regulate emotions and manage stress more effectively, mitigating the adverse effects on academic outcomes. This research suggests that resourcefulness serves as a protective factor, enabling students to maintain performance despite stress.

III. RESEARCH METHODOLOGY ANALYSIS AND INTERPETATION

Research Design

A research methodology describes the techniques and procedures used to identify and Analyse information regarding a specific research topic. It is a process by which Researchers design their study so that they can achieve their objectives using the Selected research instruments. By using a systematic research methodology, this study aims to provide the information about the influence of Corporate Social Responsibility on consumer buying habits using a designed structured questionnaire by collecting samples through simple random sampling method. The research design used for this study is descriptive statistical analysis.

Sampling Techniques

The study employs **stratified random sampling** to ensure representative inclusion from different academic streams.

Population of the study

The population for this research comprises students enrolled in undergraduate (UG), postgraduate (PG), and other professional courses in Coimbatore city. The study focuses on students aged 18 to 25 years, representing a wide range of academic disciplines and educational backgrounds. This population is particularly relevant because by including UG, PG, and professional course students, often face multiple academic pressures, deadlines, and examinations, making them susceptible to stress that may affect learning and performance outcomes.

Sample Size

A total of 110 students were selected as the sample for this study. The sample includes students from undergraduate (UG), postgraduate (PG), and other professional courses. By selecting 110 participants, the study aims to capture diverse perspectives on academic stress and its impact on learning efficiency and academic performance.

SOURCES OF DATA

PRIMARY DATA: Primary data is the data which is collected for the first time from public through their personal experiences, opinions, mainly used for research. In this study the responses were collected from the respondents based on their research which is suitable for examining the relationship between academic stress and academic performance because it allows for measurable, objective, and statistically analyzable data using the questionnaire.

SECONDARY DATA: Secondary data is the data which is previously collected by other people which is used for reference purposes. The review of literature is written based on the articles previously published by the other students and research persons.

Area of study

Coimbatore, known as the "Manchester of South India," is the second-largest city in Tamil Nadu with a population of approximately 4 million people. The city has a high literacy rate of around 91%, reflecting a strong focus on education. Coimbatore hosts a wide range of educational institutions, including schools, undergraduate and postgraduate colleges, and universities. Its diverse educational landscape provides an ideal setting for studying academic stress among students from different streams and backgrounds. It is a suitable area for collecting comprehensive data on how academic stress affects learning efficiency and academic

Tools for Data Analysis

The data collected from the 110 student participants were analyzed using percentage analysis. This method was employed to summarize and interpret the responses, providing a clear understanding of the distribution of academic stress levels, learning efficiency, and academic performance across the sample.

IV. FINDINGS OF THE STUDY

1. The majority of respondents were young male students aged 18–20 years from nuclear families with 2–4 members and a monthly income of ₹30,000–₹75,000.
2. The majority of respondents (72.73%) were undergraduate students, with 47.27% in their third year.
3. The majority of respondents (54.55%) reported that health conditions did not impact their academic performance.
4. The majority of respondents (60.91%) stated that parental support was the main source of education funding.
5. The majority of respondents (60%) felt that academic stress was somewhat higher.
6. The majority of respondents (50%) sometimes felt anxious or overwhelmed due to academic stress.
7. The majority of respondents (43.64%) indicated that their sleep patterns had not significantly changed due to academic pressures.
8. The majority of respondents (36.36%) reported that academic stress somewhat affected their relationships with friends and family.
9. The majority of respondents (55.45%) were neutral regarding whether academic stress affected their ability to focus and learn.
10. The majority of respondents (56.36%) perceived their learning efficiency as average when feeling stressed.
11. The majority of respondents (43.73%) felt that stress had no effect on completing assignments.
12. The majority of respondents (46.36%) perceived that academic stress had no effect on exam preparation.
13. The majority of respondents (44.55%) reported that academic stress had no impact on their overall academic success.

V. SUGGESTION

1. Academic stress influences students' study habits, often leading to patterns like cramming or affecting their willingness to seek help.
2. Students' trust in school-provided stress management resources affects their uptake and perceived usefulness.
3. Academic stress in online settings can be shaped by factors like isolation, self-regulation needs, and access to digital resources compared to in-person interactions.
4. Exam periods and transitions like entering college often spike stress, impacting students' learning and academic performance.
5. Effective stress coping strategies can reduce academic burnout risk, supporting students' motivation and engagement.

VI. CONCLUSION

Stress among students can be solved by various practices, they need to pay attention in their own well being. The right balance of sleep, food, exercise, work, recreation can easily solve the problems of stress. The education system is not helping to develop personality of students rather it produces only academic qualification. Most of the students are not fully exposed outside world which does not develop personality. Instead it builds stress and fear among students about their future and employment. The medium of language of our education system is also a problem which has to be yet addressed. Mostly there is no choice of what medium of our education system is necessary. Now also English is emphasized in many academic institutions where majority of students who come rural background and educated in mother tongue face the difficulty. The subjects which are thought in many academic institutions are not relevant to employment. Fresh graduates who go out from academic institutions lack out from proper communication skills which are much required for employment. Skills which are required by various organizations are not taught for students in academic institutions. This makes them stressful that they are unemployed and cannot fulfill their families' livelihood. Many fresher's do not get the right job as per their academic qualification. Apart from this many academic institutions do not have proper infrastructure for students where these institutions pressurize by collecting various capitation fees. These kinds of fees and various forms of penalties make students stressful. Parental pressure not allowing their children to choose their career and imposing their choice of choosing a discipline should be avoided. Likewise the only way to treat stress is to build up a strong relationship with students, faculty members, parents and peer groups. This may lead the students to interact their problems with their parents, faculty members and others.

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