

Research Paper

Academic Performance Under Pressure: A Gender-Based Study of Stress Among Young Adults

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ABSTRACT

Stress becomes an integral part of human life. Anything that creates a challenge or a threat to our comfort is a stress. All kind of stress is not considered to be bad because it helps people to perform well. In academics, stress is unavoidable among students, and it influences students' performance in all academic activities. Academic stress plays a major role in determining the mental health of students. The current study is conducted to evaluate the impact of stress and gender's effect on students' academic achievement in adolescence. Most notably, adolescent girls experienced the highest levels of stress than males. Correlation Analysis done to determine the results. This study also investigates the relationship between stress and academic achievement. There is a positive result for the above two objectives after a statistical method was used. There was a significant relation between stress and academic achievement. Most sources of stress were from student's academic.

Keywords: *Academic Achievement, Stress and Gender*

Researchers from several disciplines have an interest about understanding how socially induced stress manifests itself in psychological distress, in symptoms of psychiatric disorder, or in other forms of social dysfunction or health problems from past twenty years. Various models of the stress process that have primary target the character of the associations between sources of stress and their manifestations, are developed to handle these issues.

Stress can come through various ways in an individual's everyday life. In a student's life, the causes of stress might come by failure in educational performance or sports, financial difficulties, poor health or bereaved family or close friend. Hence, stressors are known as the circumstances that bring stress. An individual's lifestyle or may be his/her physical and mental state is because of the sudden change in life or stressors. To cater this, the person has got to take the circumstances in positive way by acquiring it and has to be challenging in life in order to meet the targets.

In today's world exams are a very important aspect within the academic lives of the youngsters who are tested throughout the year. Children are expected to attain high because of the expectations and pressures from school and parents. Performance depends upon the

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children's ability to grasp and pressure mounted on them by the parents. The significant issue for the students is this pressure. Thus, students perceive such expectations and experiences as stressful.

Several studies were performed in order to evaluate the link between stress and academic success of graduate students. It was found that academic success was altered by stress. The study was done by Elliot, Choi, Abbott, Arthur in 2005 & Hill, 2007. According to Craveth, Gesse & Moss in 1996 pupils felt disturbed due to academic stress when it involves facing exams and grade competition and having an excessive amount of academic material to review yet inadequate time to master the wisdom. Bennett in 2003 researched a similar conclusion business graduate that there is a significant correlation between stress and poor academic performance.

Stress:

“Stress is viewed because the body's reaction, both neurologically and physiologically, to adapt to a new condition (Franken, 1994).”

Stress can be referred to be “any factor, acting internally or externally that makes assertion to environment difficult and which give rise in effort on the part of the individual to keep up a state of balance between himself or herself and the external environment.

Lazarus and Folkman (1984) described stress as a particular stimulus-response transaction which threatens an individual.

Students are altered with psychosocial and cognitive stressors in various events of their life. Selye 1998 reported that several stressors connected with potential threat produces stress. State of arousal and hyper-mobilization of the normal activation in the body and emotive structure is linked to stress. According to this perspective, physiological stress and psychological stress are two different types of stressors. The first type of stressor also known as physiological stress is identified through an undesirable sensory, emotive and instinctive occurrence which connects to severe damage of tissues in body and is a threat to body structure. Pain, hunger, oxidative stress, etc. are various circumstances in body that will complete this issue. This was studied by a research given by Peyron and Price on 2000 and Tracey on 2005.

Whereas psychological stress is led by events of social peril which includes social assessment, social alienation and performance events ascertaining event-directed achievement given by Pruessner in 2010. If psychological necessity is intimidated, such as through a wrong claiming of achievement of other people, results in communal peril where stress is produced. Social assessment along with intellectual performance and uncertain result produce enhance stress and negative effects. This study was given by Dedovic in 2009, Dickerson and Kemeny in 2004, Eisenberger and Lieberman in 2004.

The concept of positive stress is introduced by Selye in 1974. He expanded his work in stress according to the influence in an individual and adaptiveness which are eustress (positive stress) and distress (negative stress). Eustress is additionally called positive stress, in relation to positive feelings and a healthy well-being. Yerkes-Dodson law is another perspective to understand eustress. This perspective indicated that until some highest level is reached, stress is beneficial to performance, after which performance will reduce, which depicts the inverted U shape figure. Whereas, distress was first and most researched form of

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stress. It was Hans Selye in 1976 who was the first to explain negative stress as a type of stress. Selye distinguishes eustress and distress in terms of adaptiveness.

Distress is understood as negative stress, which is related to unpleasant emotional reaction and unhealthy bodily response. Rise in academic workload, worry for academic performance and also personal factors like finding a new relationship are reasons for excessive amount of stress (Dyrbye, Thomas & Shanafelt, 2005). Poor self-care, as an example lack of exercise, an unhealthy diet or drug abuse are factors that cause distress. This results in a turn down of general physical health (Dyrbye, 2005). Furthermore, comprehensive evidence depicted that negative stress enhanced the growth of deteriorating diseases and resulted in early death. This result was studied by Edwards and Cooper in 1988.

For a student, stress could also be caused by breakdown in academic or sports, financial worries, health issues or bereaved family or close friend. Stressors are such situations that bring stress. An individual's coping with the stress depends on an effect of stressor in an individual. If the person takes the event certainly by accepting it as a factor of threat in life and finds ways to cope to it, then the stress will dissolve away and go when he/she gets over it. Contrarily, the consequence may leave the person in enduring emotional disturbance.

Other prominent reasons that cause a rise in the stress of students will be classified as follows; time management, financial issues, communication with teachers, individual goals, social performance, adjustment to the school climate, admission issues, the high parental standards, the packed schedule of academic performance, class timings, the connection between educators and pupil harmful surrounding of campus, lack of communication between educator and pupil, lack of mannerism in campus, physical punishments, biased school faculties, irregular education methods, various educator's perspective, prominence to fragility of students instead of their capability, various ideology of pupils and educators. These were several factors pointed out by Calaguas in 2011 and Masih & Gulrez in 2006.

Hans Selye discovered the biological three-stage general reaction to external stress agents which he termed stressors while experimenting on rats. This reaction that is a chain of reactions in the body is general. It is not specific to the stressor. He therefore called it 'General Adaptation Syndrome' (G.A.S.) and extended it to humans and other biological entities. In alarm/ reaction phase a stressor disturbs homeostasis. In order to give us the tangible strength to safeguard ourselves against an attack, or to mobilize internal forces the rate of all bodily functions of the autonomous nervous system increases dramatically. In some cases, the alarm reaction phase will be for a short span of time, it might be for a few seconds and doesn't last for prolonged period in normal cases and in other cases it may extend for longer periods of time.

Sufferers become liable to fatigue, lack of concentration levels, irritability and inactivity when the resistance carries on with extended duration with no intervals of resting. Resistance phase is also known as adaptation phase. In order to withstand the threatening source of stress, the foremost important method of response is escaping or confronting are other methods. This will take long period of time to resist in the resistance phase. Depending on the quality it is employed and applicability to overcome with the stressor situation the form of resistance employed will have various degrees of success. Once an individual is able to deal through threatening source of stress effectively, in spite of prolonged duration, the individual comes back to first activated state and could get back from the source of stress.

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Due to excess resources in order to adapt towards the stressors for every organism, one will lose 'adaption energy'. From this process of adaption an individual will learn to cope better. Another theoretical concept is explained the Lazarus theory also known as transactional theory of stress (Lazarus and Folkman, 1984). The two concepts which are central to psychological stress theory are: appraisal, that is individual's evaluation of the significance of what is happening for their well-being, and coping, that is individual's attempt in thought and action to manage specific demands.

Stress is regarded as an interpersonal concept, that is stress is not referred as an exact kind of external stimulation nor an exact design of physiological, behavioural, or subjective reactions. This definition of stress was given by Lazarus, 1991. Instead, stress is observed as a connection that is transaction between individuals and their environment. The link among the environment that the person assesses as important for his/her happiness and in which surpass available coping resources is referred as psychological stress defined by Lazarus and Folkman in 1986. This meaning depicts to two procedures as central intermediaries within the person that is situation transaction which are cognitive appraisal and coping.

From researches it has been constructed that various stages of arousal require various stages of tasks for optimal performance. One such example is, lower level of arousal (to facilitate concentration) required for difficult or intellectually demanding tasks, whereas higher levels of arousal (to increase motivation) is better for tasks demanding stamina or persistence. Due to differences in task, the shape of the curve can be highly variable. For simple or well-learned tasks, the relationship is monotonic, and performance improves as arousal increases. The relationship between arousal and performance reverses after a point, and performance thereafter declines as arousal increases in complex, unfamiliar, or difficult tasks. The hypothesis that the Yerkes–Dodson Law can be decomposed into two distinct factors as in a bathtub curve is due to the effect of task difficulty. The energizing effect of arousal is the upward part of the inverted U. The negative effects of arousal (or stress) on cognitive processes like attention (e.g., "tunnel vision"), memory, and problem-solving is the downward part of the inverted U.

Gender and Stress:

Gender is principally used basically to explain the perception of society which gives certain roles to boys and girls. Kauffman in 1997 studied that Gender has got to do with behaviours that have caused to become related to masculinity and feminist, and with perceptions of people to see their roles as male or female.

There is a difference in treating boys and girls from birth own wards (Berk,2010). Usually, girls are dressed in pink attire. Parents tend to be gentle and kind with the girl child. They are restricted from many situations such as going for work after marriage, less salary, responsible for household chores, restrictions for going out at late night. Whereas males are appeared in blue attire. Parents are much harsher on them. They have to work on behalf of whole family, they are the pillars of the house, financial responsibilities have to be taken by them. But they get more freedom than females such as they can go out any time, even in the late night, they are paid more in organizations, they get high promotions than females. Both the groups are treated differently and this act continues in the future generations which will be different in various cultures. Boys seek more encouragement for opting in scientific subject while girls seek encouragement in humanities and arts. In a study it was commented that bias regarding gender exists between parents, which will have an impact on student's achievements and performances.

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Some studies explored that emotive feelings in intellect are much progressed in girls, which makes them peaceful in nature also they are more able to sit stable for extended duration in campus events as compared to boys. Similarly, there is a higher chance and aspects for girls to achieve as compare to that of the male children. If motivated, females perform as compared to boy equivalence. In a study, two researchers in 2003 explored that females were superior as compared to males in academic achievement. In a study given by few researchers, females appeared to behave similar to males to achieve social security. (Billings & Moos, 1984; Flieshman, 1984; Heppner, Reeder & Larson, 1983; Ptacek et al, 1992; Stone & Neale, 1984). It is important to study different aspects of stress between gender in order to measure the pressure faced by two groups. In regards to this, it has exhibited that female students experience higher rates of different types of stress are compared to males because of their emotive and tactful behaviour as well as view towards surroundings (Sulaiman 2009). There is a positive relation with the anxiety such as trait anxiety, the academic stress, experienced higher stressors and reactions to stressors has been proved by Mishra and Mckeen in 2000. Thus, females displayed higher anxiety rates for both trait and state anxiety than males.

Stress Outcomes:

Several difficulties arise to an individual which ranges from insensible issue to sensible devastating and pervasive disease when stress goes farther than optimal level. In many different ways stress can cause difficulties to people. Body muscles contracted for a prolonged time in defensive and intermittent state in chronic stress. Migraine headache, tension-type headache, musculoskeletal disorders are result of when muscles are contracted for a long time which are physical reaction and even stress- related diseases. Problems to heart and veins is due to chronic stress. Many problems to the body are because of stable and incessant rise in heart rate and high levels of stress hormones along with blood pressure.

Blood hypertension, heart attack, heart stroke, or brain stroke can be caused due to such prolonged stress exposure. Difficulties in respiration due to stress can cause an asthma attack in which airways between nose and lungs are clogged is a result of acute stress. Moreover, panic attack in predisposed people is due to stress that can increase incidence and speed of breathing (hyperpnoea). Abdominal feelings due to exposure to stress is sensitised brain. The butterflies in stomach can react or pain and even nausea, vomit when an individual suffers from severe stress. Oesophageal and gastric ulcers and/or severe abdominal pains without ulcers can be caused if chronic stress becomes more severe.

Post-traumatic Stress Disorder (PTSD) is one such disorder that causes severe reactions in an individual towards stress which happens as a result trauma or situation with increased levels of feelings/ emotive negative stress. Situations such as an exposure towards war, witnessing crime scenes, being tortured, imprisonment in difficult events, rape, serious injuries, accident, threat to death, natural calamities, etc can cause PTSD signs and symptoms in various individuals. It depends upon the intensity of situation he/ she is facing.

Stress and Coping:

There are several ways that people struggle to deal with stressors and emotions of stress in their lives. Many methods are accessible to help persons to cope with the stresses that is experienced in life. Some of the methods such as “stress management techniques,” produce lesser level than previous level of stress for time being to reimburse the biological tissues involved. Higher level of consideration of stressor has been faced by some people. Stress management techniques are more universal in nature. It has cognitive techniques such as

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relaxation, cognitive behaviour therapy, breathing exercises to physical such as meditative practice, artistic therapy, ayurveda, quick intakes of breaths such as inhale and exhale and connecting with nature such as going to health resorts, listening to songs, spending time with pets and bonding with nature.

Following are the meaning of coping:

- a) Actions related to coping have been divided in respect to certain characteristics of the coping process, not in relation to their adversities.
- b) In individual the process encompasses behavioral as well as cognitive reactions.
- c) Coping is often characterized by the concurrent occurrence of different action sequences and, hence, an interconnection of coping episodes.
- d) Focus on different elements of a stressful encounter can be distinguished in coping actions.

Coping process can be explained in terms of problem-focused coping or emotion-focused coping also referred to as active and passive coping styles. As well, approach and avoidance-style measures of coping exist involving assertiveness or withdrawal (Anshel, 1996; Anshel & Weinberg, 1999; Roth & Cohen, 1986). A person primarily uplifts estimate the challenge, in both demanding and not demanding. Secondly with relation to the capability of a person respond to the challenges successfully. Uncertainly a person does not have the faith and does not have the capability to overcome challenges or unable to control, person will be listed as handling responses emotionally such as career thought (for eg. I wish I could be a doctor), isolation (for eg. No one is there to support me, I am alone) and positive feelings (for eg. I can do better). Uncertainly if the person manages to deal with the threats, person generally develop a solution for the threats as an analysis.

It is hypothesized and highly explained that an individual's secondary evaluation then determines coping strategies (Lazarus & Folkman, 1987). Correlated concepts to stress coping include self-consistent, self- esteem, growth of stress and a person's perceived control over his/her own behaviour. One of the researchers theorized, an individual with perceived control over his/her own behaviour have confidence that person's performance and outcomes are examined through their self- resolutions and pains. They bestowed that this has happened because of their own deficiency towards struggle in failure.

On the other hand, an individual with perceived control over his/her behaviour up on external factors bestowed that performance as well as outcomes are examined through destiny, prosperity or through various probabilities. If the person does not achieve success, then the person believes that it has happened due to external factors not because of private capabilities. Some researchers defined consistent self through a wide range of calibration which determines one's prevalent, continuing towards energetic apprehension of confidence are as follows:

- Planning, predictability, logical are way of livelihood in outer and inner surroundings of oneself is obtained by impulse.
- From one person to other the challenges postured by these impulses from the resources
- These challenges are trials, dignitary of speculation and espousal

Self- reliance is sometimes misjudged with self-assurance but actually assurance is a part and feature of self-reliance. One of the famous researcher Bandura in 1997 defined self-

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reliance to be a stage or else strong point of person's trust in his own capability to complete the duties and to attain the targeted goals. Self-assurance can be attribute degree (depending quality over a time) on the other hand self-reliance can be state degree (depending on volume over time). One of the researchers bring in to the notice that "better off after adversity". There are various instances where people surpass their past achievements when faced with most traumatic situations, showing a sudden development and power in respect to the severity.

Academic Achievement:

Academic achievement means the result of training and learning attained by people, more specifically by young adults. It has been generally calculated semester exams, unit exam or internal assessment. This can be achieved through creating something effective with a hard work or technique. It has been bestowed that an academic performance considers intellectual ability of a person. Achievement contains the person's technical and academic skills, which result in pleasing by adaptation, sensitive attitude towards society, and tolerable self-perception.

Academic Achievement and Gender Difficulties

Pillow in 2008, examined that in individuals, demographic details that has an impact towards one's intellectual and non-intellectual which is one of the significant, important as well as persuasive feature in education performance. Consequently, there is a gender disparity among students on their academic performance. The literacy rate among boys is more than girls. It is detected that females were awarded with better grades as compared to males in nearly all entrance examination. It was observed that no correlation difference by gender, at fourth grade level. But, from the grade eight, the difference in grades scoring above the proficient level was positively significant for boys. From past ten decades, it was very enthralling to explore that females continuously came in top ten grades in senior secondary half-yearly examination Some studies made by researchers reported that intelligence is the only factor which differentiates gender variations among high scholars.

Objectives of the study:

- To Explore relationship between stress levels and academic achievement among young adults.
- To investigate the effects of gender on stress and academic achievement.

Hypotheses:

- There is a significant relationship between stress and Academic Achievement that affects student's performance.
- Stress related to academic achievement will be higher in female students as compared to male students.

REVIEW OF THE LITERATURE

This research topic outlines the causes and consequences of stress in young adults. It discusses the effect of stress on academic achievement and how does it differ from gender to gender. There are individual differences in patterns of physiological reactions of stress which involve heart rate, respiratory rate and galvanic skin response. According to Lazarus and Folkman (1984) stress is defined as a condition, or feeling, experienced when a person perceives that demands exceed the personal and social resources the individual is able to

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mobilize. According to Greenberg and Baroon (2000), stress is personal, physiological and emotional reactions against stimulus.

According to Chen (2009) the existence of stress depends on the presence of stressors. Stressor is anything that challenges an individual's adaptability or stimulates an individual's body or mentality as defined by Feng in 1992 and Volpe in 2000. There is a presence of significant differences in the academic performance of students having different levels of stress. Performance level of high and moderate stress level students performed better than low stress level students.

Evans and Bellerose (2000) studied that entering university may bring strain/stress as student face changing education system, lifestyle and social environment. Research constantly indicates that the extent to which students look up to school to be a cause of negative experiences is linked to their poor academic performance.

According to research studies conducted by Ross and Heckert in 1999, there are quite a few justifications for enlarged stress levels among the college students. Firstly, significant adjustments in college life have to be made by the students. Secondly, there is strain placed on interpersonal relationships due to pressure of studies. Thirdly, house arrangements, environment and changes in standard of living produce strain which is experienced by college students. Students in university also experience stress associated with academic needs and services.

Studies conducted by Mishra and Castillo (2004) had a conclusion that the way students respond to stress is distant in both genders. Studies prove that the levels of stress experienced by male and female is different. The explanation for such a situation is that females tend to be emotional than males while responding to stress. A research study investigated that female students perceived more academic stress compared to the male counterpart.

Singh and Upadhyay in 2008 examined that academic pressure is the situation of age and gender disparities among students studying in college. The trial was on first as well as third year students (N= 400). Results revealed greater level of academic strain in first year students in comparison with the third-year students. In addition, female students perceived additional academic stress compared to male counterpart. Thus, the overview of our current understanding by reviewing number of studies is that academic pressure effects student's performance.

METHODOLOGY

Sample

Total 60 students ranging in age from 16-25 years will be taken as a sample for this present study. For this study 60 participants were evaluated out of which 30 females and 30 males was selected as a sample of study. The age group for the study is 16-25 years old participants. All the subjects were contacted through social media such as Instagram and WhatsApp messenger and they became a part in the study willingly. It took 10- 15 minutes for subjects to fill these questionnaires and the questionnaires were then collected and scored. No rewards were provided for the participation of the study.

Tools and Test:

For measuring the stress level of a respondent, the Student’s Stress Scale was developed by Dr. Manju Agrawal. The scale consisted of sixty-four unpleasant life situations comprising of both crucial life incidents and daily pains. This has been evaluated on a 7-pointer likert scale. The definition of scale ranges from no stress at all (1) to unbearable stress (7). The questionnaire measures stress on 9 sub-scales like financial stress, family, social, education stress, separation stress, ego threat, bereavement, health of others and personal set back. Financial stress can arise due to access limited resources or when the resources aren’t enough to meet the needs and wants of the individual.

For the scoring, the ratings given to every situation were summed up of each respondent as experienced by him/her. After summing up, the total was changed into percentiles. In the end, the percentile for each and every participant was studied and converted into its respective percentiles. The total ranged from 0 to 448.

RESULTS AND INTERPRETATION

Demographical Information

Total number of participants for the study was 60. Out of which 30 were males and 30 were females. The frequency and percentage depicting demographical variables across the gender are depicted in the table 1 shown below. As can be seen from table 1 approximately 51.6% were females and 48.4% were males. From table 1 approximately 66.1% comes under the age group of 16-22 years whereas 33.9% comes under the age group of 21-24 years. The respondents were unmarried (98.4%). Most of the respondents have completed 10th and 12th grades, graduates and working in different fields. Only 1.6% of respondents are married. In addition, most of the respondents are from middle class (69.4%) whereas others have been in shown in table 1.

Table 1: Frequency and Percentage depicting demographical information.

VARIABLES	FREQUENCY	PERCENTAGE %
Gender		
Male	30	48.4%
Female	30	51.6%
Age		
16-20	41	66.1 %
21- 24	21	33.9%
Marital Status		
Married	1	1.6%
Unmarried	61	98.4%
Family Structure		
Joint	5	8.1%
Nuclear	57	91.1%
Educational Background		
Completed 10 th grade	8	12.9%
Completed 12th grade	6	9.7%
Completed bachelors	4	6.5%
Currently pursuing Bachelor's degree	40	64.5%
Currently pursuing Master’s degree	1	1.6%
Other Example: Diploma	3	4.8%

VARIABLES	FREQUENCY	PERCENTAGE %
Socio- Economic Status		
Lower Middle Class	2	3.2%
Middle Class	43	69.4%
Upper Class	1	1.6%
Upper Middle Class	16	25.8%

Correlation Analysis

Correlation, simply, means relationship between variables expressed through their measurements. Nothing exists in the space singly and independently by itself relatively or relationship among phenomena is a universal fact. In case of human variable and factors that affect them, too, this is a fact. Coefficient of correlation is almost as important to the psychological tester as is the balance to the chemist.

Correlation between stress and academic achievement

The major result there is a positive relationship between stress and academic achievement which affects student’s performance. The total sample taken for correlation is N= 62. The Pearson correlation is .654, p = .000. The correlation is significant at 0.01 level of significance (2-tailed). Thus, the first hypothesis is accepted.

Table 2: Correlation between stress and academic achievement

	Academic Achievement	Stress
Academic Achievement	-	
Stress	.654**	-

***Correlation is significant at the 0.01 level (2-tailed)*

Correlation between stress and academic achievement for males and females

The major result there is a positive relationship between stress and academic achievement in both male and female academic achievement. There were total 30 females and 30 males as the sample taken for correlation. The Pearson correlation for male is .801, p=.000. The correlation is significant at 0.01 level of significance (2-tailed). This has been showed in table 3. The Pearson correlation for female is .843, p=.000. The correlation is significant at 0.01 level of significance (2-tailed). This has been shown in table 4. From this we can conclude that females have more stress related to academic achievement than males. Hence, the second hypothesis is accepted.

Table 3: Correlation between stress and academic achievement for males

	Stress	Academic Achievement
Stress	-	
Academic Achievement	.801**	-

*** Correlation is significant at the 0.01 level (2-tailed)*

Table 4: Correlation between stress and academic achievement for females

	Stress	Academic Achievement
Stress	-	
Academic Achievement	.843**	-

***Correlation is significant at the 0.01 level (2-tailed)*

DISCUSSION

This study was conducted to investigate links between stress and academic achievement. Also, to study whether females have higher stress than males. There were various research studies based on the above study. Various studies discuss the positive and negative impact of stress on academic achievement.

The study has fulfilled that students did experience stress at a moderate level they have their transition period from school to university life. They experienced stress for attaining good academic performance. They might be nervous during the beginning of the semester, course workload and expectations. The level of stress reduced when they adapt to academic system. Developing and using study skills effectively help to reduce stress levels and make students feel more control of their work. This will make them confident and can achieve success in their academic performance. Organizing activities and programs for students on financial management, motivation, time management, study skills and stress management help students to identify, understand and manage their stress levels.

The first hypothesis of the study is to determine a significant relationship between stress and Academic Achievement that affects student's performance. The results of this study show that the Pearson correlation between stress and academic and achievement is positive. The second hypothesis of the study is to examine stress related to academic achievement will be higher in female students as compared to male students. From the results we can observe that the Pearson correlation is higher in females as compared to males. We can assume from the results that there are certain specific explanations to why female come across more stress.

The strength of the current research is that we have discussed and statistically proved that there is relation between stress and academic achievement. It also highlights that females have higher stress than males in this study. This research will be helpful for students, parents and teachers. Only partial understanding of specific problems will be understood if gender was not put into consideration. This thesis will be helpful for teachers, school/ college counsellors and administrators of particular institution.

There can be some limitations to this study. First the research was conducted on 62 participants which is a small sample size. This can have an effect on results. There is a possibility of inaccuracy of participants in this questionnaire. The participants might have biased their responses which may have caused an effect in the results. Lastly, this study mainly focuses only on academic oriented stress for students. Hence the results and the implications can be biased to other stressors students that may experience during studying.

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Conflict of Interest

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