
**“DETERMINANTS AND CONSEQUENCES
OF ACADEMIC STRESS AMONG SCHOOL
GOING ADOLESCENTS (13-19 YEARS)”**

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**KLE ACADEMY OF HIGHER EDUCATION AND RESEARCH
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Govt. of India Notification No.F.9-19/2000-U.3 (A)]
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**Doctor of Philosophy
In the Faculty of Nursing**

By

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Albert Einstein”

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ABBREVIATIONS:

Sl.No	Abbreviation	Expanded Forms
1.	WHO	World Health Organization
2.	BoE	Bureau of Education
3.	YRBS	Youth Risk Behaviour Survey
4.	GHQ-12	General Health Questionnaire 12
5.	PHQ-9	Patient Health questionnaire
6.	DAST	Drug Abuse Surveillance Test
7.	DAS	Depression Anxiety Scale
8.	AUDIT	Alcohol Use Disorders Identification Test
9.	SPSS	Statistical Package for Social Sciences
10.	MLR	Multiple Linear Regression
11.	SLR	Simple Linear Regression
12.	OR	Odds Ratio
13.	CI	Confidence Interval
14.	SE	Standard Error
15.	MANOVA	Multivariate analysis of variance
16.	SES	Socio-Economic Status

ABSTRACT

Present age is the age of competition. Many factors contribute to the stress being experienced by students but one common cause of academic stress in India is School. Such stress comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and teacher's punishment. Stress from high expectations of teachers, parents, and self is usually an agony for students studying in schools¹.

Objectives: the objectives of the study were (i) To assess the determinants of academic stress among school going adolescents of 13-19 years of age (ii) To assess the consequences of academic stress among school going adolescents of 13-19 years of age (iii) to find out the correlation between academic stress and its consequence among adolescent students.

Material and methods: a cross sectional survey was conducted with 1204 adolescent students of VIIIth to XIIth grade studying in schools of Belagavi city were selected by using stratified cluster sampling technique and were assessed for academic stress by using ESSA scale.

Results: The results shown that the mean of the sample on the total academic stress score was 49.38 (SD=13.00) in that majority, 286 (i.e. 23.75%), 645 (i.e. 53.57%) & 273 (i.e.22.67%) reported low level, average level & High level of academic stress respectively. A significant and positive correlation was observed between total academic stress scores of adolescents and Depression ($r= 0.3514$, $p<0.05$), Suicidal ideation ($r=0.1851$, $p<0.05$) and substance use ($r=0.0599$, $p<0.05$) at 5% level of significance respectively.

Conclusion: Although it is not surprising that there is relationship between academic stress and mental health problems but in present study efforts has been made to understand the determinants in depth. The depression and suicidal ideation is related with modifiable factors of danger and it is also suggested that modification in schools and house settings will depression risk diminishes.

Key words: Academic stress, Determinants, Depression, Suicidal ideation, Substance use, Adolescent students and consequences.

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CHAPTER - I

INTRODUCTION

1.1: Background

Adolescence can be defined biologically as interval between the commencement of puberty and indeed the end of physical health; intellectually as improvements in the potential to analyze abstract level & multi-dimensionally; and socially as a phase of preparations for said position of an adulthood. Teenage/ Adolescence can also be defined as a period of preparation for adulthood. Psychologists who study growth and development are interested in how children's relationships with their friends and parents alter the result of changes in structure of school and status of adolescent growth.¹

Teenagers/Adolescents are defined as those between the ages of ten and nineteen (WHO). Adolescence is defined as the period of time that occurs between childhood and adulthood. During this period, significant changes occur in terms of physical, emotional, psychological, and sociological well-being. They have a proclivity to adjust their behavior in response to changes that occur in their surrounding environment. The issue occurs when they are unable to adapt to these constantly changing settings. Individual and environmental factors both influence and are influenced by the changes. They are now in the process of learning new information.²

Because of this, schools play an essential role throughout this era, not only by providing educational opportunities for students, but also by disciplining them by

instilling values and life skills. The educational system places high expectations on pupils to achieve academic success. Students are recognized and rewarded based on their academic performance. Academic success is influenced by factors such as the school's infrastructure, the teachers' qualifications, and their teaching methods.³

The present day is a time of intense competitiveness. Scientific and technological advancements have made people all over the world more conscious and sensitive about their education, vocations, lifestyles, and interpersonal relationships, among other things. Certain issues have arisen as a result of this tremendous advancement. "Stress" is one of the most serious challenges facing society today. Because of the intense rivalry in every sector, students are subjected to a great deal of anxiety.⁴

Every day, students must put in long hours of methodical study to keep up with the expectations of the Indian school education system, which is textbook-oriented and emphasizes rote memorization of teachings. High school students are required to maintain rigorous study schedules that last from the morning through the late evening hours, leaving little time for interaction and relaxation.

Out of extremely competitive components/ nature of the Indian system of education, children are subjected to competition from the time they begin pre-primary school thereafter, by the end the every year into the form of examinations those decided or determines the promotions to coming grade. The majority of the time, teachers seek to cover every subject of a large curriculum, frequently ignoring their pupils' cognitive levels. First board examinations conclude the tenth grade, in which students compete against one another on a level that extends by level of school to the level of state & for national level also. Its 10th grade exam board is important for a

multitude of considerations, along with the fact that it determines but whether or not the students should be able to specialize from his or her course of study whether or not she or he might be accepted to the institution and his or her preference to a large proportion.⁵

Relevance of extracurricular activities is not given much consideration in schools. Students are constantly interested in their studies in order to achieve high scores in the board exams. Students are not permitted to take vacation days and are required to attend special classes on weekends. The students' general health suffers as a result of this added load on them.⁶

Parents feel that their children's future will be determined by their grades. They transport pupils to and from tuition after school. Students are not given the opportunity to participate in any physical activity. Students are stressed out as a result of their strict timetable. Competition and poor relationships among students, failure in topics and homework⁷, packed halls of lecture, semester methods & insufficient materials or resources to complete work of education are all stressors in the school environment. Participants in school, interaction between teacher-parent, strong support at home for learning activities, Assistance for kids in curriculum choosing, education achievement tracking, the transmission of family principles, and also the accessibility of assistance at homes have mostly been recognised as elements that contribute to pupils' high pressure circumstances.⁸

Anxiety and difficulty are caused by excessive stress. If teenagers are unable to cope with stress at academic institutions, this will have both positive and negative consequences. The inability of adolescents to cope with change leads to the development of aberrant behaviour. Biology or mental changes, school circumstances,

connections with people of the opposite sex, and the home environment have all been cited as sources of stress among teenagers who are enrolled in school. However, some types of stress can be beneficial in terms of encouraging one to attain goals in life, while others can be detrimental. The identification of the primary sources of stress experienced by kids becomes extremely important at this point in time. Each student has a unique set of personal features. It is also possible that their perceptions and experiences of stress will differ as a result of their disparities in accumulated experience in the learning process over a period of time. Thus, it has been determined that conducting a stress research among school-going teenagers would be beneficial in our attempts to provide our young generation with a high-quality education would be valuable.

Educational pressure is characterized as cognitive anguish associated with maybe some foreseen disappointment associated with educational failing, or indeed the possibility of all such malfunction not occurring at all. Teenagers must cope with a range of educational duties, such as schooling exams, responding issues in classes, displaying development in academic subject, grasping just what educator is delivering, fighting amongst their colleagues, and achieving their instructors' and guardians' educational demands. These obligations may place a strain on or beyond the pupils' ability to meet them. It is possible that they will experience stress and despair as a result.⁹

It is common for students to have academic concerns that interfere with other elements daily lives of them. Pupils are constantly pressured to compete, integrate in, committed, and measure up to their classmates', teachers', and administration' standards. They even set themselves lofty objectives that are nearly hard to attain at times.¹⁰

There are numerous things that give rise to the stress that pupils suffer and most prominent causes of school in India is called academic stress. Stress can be caused by a large amount of homework, poor academic performance, exam preparation, a lack of interest in a certain subject, and the reprimand of a teacher. Students studying in schools are frequently plagued by stress as a result of high expectations from teachers, parents, and themselves.

Family is also a significant cause of academic stress, and this includes the parents and siblings. The stress that occurs in the family, such as divorce, intrapersonal conflicts, and mother depression, has a negative impact on teenagers. The amount of pressure imposed on pupils as a result of parents' expectations that their child will perform well academically. As a result, parents frequently encourage their children to study for extended periods of time in order to achieve high grades or percentages in examinations. Students at either level are subjected to stress as a result of parental expectations. Families desire their kids to accomplish in schools and then do well here in schools. Parents need to see excellent scores; however they really want to hear achievement in these other areas of their lives where they can influence. Despite their attempts to teach their kids, parents could be one of young child's greatest major causes of tension. Families and much more anybody whose work with kids would be well to pay attention to the difficulties those youngsters are under. Parents will indeed be able to take full advantage to soothe and motivate their students if they supply stressed control skills.

During high schools and university, students' minds are consumed with thoughts of contacting, looking for a relationship, attempting to romance, and "failure to catch up with the trends and just being discarded." A mating game can just be

unpleasant, in addition to being full of estruses, and so it was among the most common causes of sources of strain between students of college.

It is possible that the educational environment itself is a source of stress for children. Travelling to multiple categories on a continuous basis is stressful for children switching into secondary schooling. Students who are matriculating to postsecondary education face the challenges of leaving home and establishing themselves in a new environment. Both of these factors might generate stress in pupils.

Extracurricular pursuits including such choruses, clubs, athletes, entertainment, and volunteer opportunities are encouraged by schools for higher grade pupils. Colleges are particularly strict about this. A student's application may be more likely to be accepted if they have these on their resume. As a result, extracurricular activities continue to create stress among college students, despite the fact that their appearance on a job application is a plus.

Peer relationships, like dating, can be a source of excitement or distress. As adolescents are subjected to peer pressure in regards to their appearance, behaviour, This influence might become a substantial cause of anxiety for all of them in terms of their selection of colleagues or sic, as well as numerous different things in life. Finally, pupils at both levels are subjected to stress as a result of parental expectations.¹¹

According to the findings of the studies, students who are under academic stress are more likely to engage in substance addiction than other students. As little more than a consequence, understanding the various major determinants of academics

pressure is crucial in order to eliminate similar circumstances and promote a healthier teenage period.

1.2: Need for the study

In light of the fact that adolescents spend a significant percentage of their lives at school in the pursuit of academic undertakings, it is reasonable to suppose that a significant proportion of the stressors impacting adolescents start in the academic arena. Academic stress is one of the most significant impending concerns among teenagers. This developmental stressor has been influencing adolescence both physically and mentally, even to the point of causing suicide among adolescents.

It is not always easy to notice whether a child is experiencing stress or anxiety. Summary changes in behaviour including such changes in mood, acting out, including alterations in sleep schedule or wetting the bed can all be signs of anxiety. Number of youngsters experience bodily symptoms such as stomachaches, headaches, fever, and so forth. People, however, have difficulty concentrating or finishing schoolwork, and as a result, they isolate themselves from others and their peer group, preferring to spend a significant amount of time alone.¹²

Some of the most essential indications and symptoms that suggest that a child is experiencing stress are as follows: Headaches, migraines, ulcers, and other psychosomatic problems are common. Weight loss or gain, as well as a decrease or increase in appetite, are all associated symptoms. It is possible to experience emotions such as despair, panic, anger, restlessness, difficulty to concentrate, and so on. It is possible to recognise nervous habits such as nail biting and thumb sucking. It is possible to notice a lack of self-esteem, troubles in school, which are typically accompanied by a reduction in performance.¹³

Poor coping methods used by the child throughout his studentship can have essential effect upon the work quality done by the child during his studentship. First, stress may cause a shift from a focus on short-term completion to a focus on long-term learning. The second reason is that many students who are under pressure try to pursue other interests while limiting their efforts to what is required strictly inside their subject of study. As a result, there is an uncomfortable sense of solitude. Students are so preoccupied with their academic objectives that they disregard their interpersonal interactions. Time constraints, commitments, a lack of social interaction, and a reluctance to disclose one's personal information all impede the natural growth of beneficial support networks from occurring. Students do not benefit from the intimate community ties that would help them cope with the stresses of academic life, which would otherwise be beneficial.¹⁴

Additionally, emotional tiredness may cause the student to become disengaged from the family relationship. It is becoming increasingly rare in today's world to spend quality time with one's family, and as a result, family members find it increasingly difficult to meet the emotional requirements of one another. Students who were subjected to tremendous pressures during their school years are more likely to continue this stress into their professional lives, as a result of which they are able to sustain a productive and fulfilling professional career. As a result, such persons are forced to resign from their positions, at least temporarily, until they are able to deal with the situation more effectively.¹⁵

Thus pertaining study, the bulk of adolescents responded to distressing situations and circumstances by doing something relaxing, undertaking constructive and self-reliant issue, or seek support and reassurance from everyone else. Many, is

from the other contrary, feel daunted by the sheer volume of happenings and conflicts. According with Minnesota research, adolescent suicide attempters had 5 more "bad" occurrences on their catalogue: their families' divorcing, the losing of a good friend, the move on to a fresh institution, poor grades, and a particular illness or disability. It is indeed important noting which that younger adults who must have tried suicides and have had significant risk of depression indicated upwards of 5 of all these "bad" events in the previous 6 months, and it was more than double the proportion recorded by that of the majority of the population.¹⁶

The high suicide rate among students in India, particularly among youngsters under the age of 14 years, is a severe cause for concern in the country, according to experts. Another important factor is the pressure to perform well in school, which is a big contributing factor. What's startling is that the pressure is coming not from the teachers, but from the parents themselves.

Mr. KapilSibal, then Union Minister for Human Resource Development, held that "the unexpected increase in suicides between kids are the outcome of increasing demands of parental on the kids to beat/defeat his or her classmates."

In Karnataka, it was discovered that the majority of the girls who went missing had fled their homes because of low test results and the fear of severe parental retaliation, according to authorities. Because of their poor academic achievement, the young women are unhappy and feel caught between parental expectations and the resulting inferiority complex that results as a result of their bad performance.¹⁷

These research articles mentioned show that there really is a large range of academics pressures is the influence exerted at schools, which can be attributed to a

desire for excellence, anxiety about grade, pressure from parents, competitiveness, sporting events, or a high class loads. Educational difficulties seem to be the greatest frequent causes of chronically and recurrent strain for youngsters in the both Western and Asian nations, and they have been linked to psychological health issues such as melancholy, stress, and suicidal thoughts.¹⁸

As per the Times of India, approximately 5,857 pupils around 16 days attempted to commit suicide whole India as a result of test stress.¹⁹ In New Delhi, data collected from two schools on 1,205 teenagers (aged 12-19 years) found that, on average, one in every seven adolescents had considered taking their own life, according to the findings. According to Banerjee's study, around students of 25,000 between ages of 18-20 years suicide committed through month of examinations every year in the country (March-June). However, they were extremely concerned regarding their coming or future and their ability to achieve the necessary results in the examinations. As a result, it is necessary to identify the primary cause of suicide ideation in adolescents, which is academic stress.²⁰

Considering adolescents' biggest socializing impacts are their families, schools, and circle of friends, the hopes or requirements they impose on children may have become stressful for kids. As a result, it is critical to investigate the factors that contributed to academic stress.

It is obvious from the literature review that relatively few studies have been undertaken to explore the association between academic stress and its effects, such as substance abuse, depression, and suicide ideation among adolescents, and that more research is needed.

If indeed the factors of academic pressure are established and indeed the repercussions, including such substance abuse problems, melancholy, and suicide ideation, are treated in a classroom context, children may feel reduced strain as well as a more rewarding school experience. This could assist children in reducing their academic failure and allowing them to have had a fewer unpleasant and maybe more satisfying college journey.

1.3: Problem Statement

Determinants and consequences of academic stress among school going adolescents (13-19 Years)

1.4: Study Objectives

Primary objectives:

1. To assess the determinants of academic stress among school going adolescents of 13-19 years of age
2. To assess the consequences of academic stress among school going adolescents of 13-19 years of age

Secondary objectives:

3. To determine the correlation between academic stress and its consequences

Operational definitions:

- Determinants:** Something that controls or affects what happens in a particular situation: In this study, the efforts have made to understand how the demographic characteristics, individual factors, school factors and parenting and family factors were played a key role in experiencing academic stress among school going adolescents.

- **Consequences:** Result of a particular action or situation, often one that is bad or not convenient: In this study depression, suicidal ideation and substance abuse were considered and assessed as consequences of academic stress among school-going adolescents.
- **Academic stress** is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such failure. In present study various factors related to individual, school, parenting and family were considered and assessed.
- **Adolescents:** WHO defines adolescents as those between the ages of 10 and 19 years. In this research, adolescents aged 13 to 19 years old were enlisted as participants.

1.5: Hypothesis of the study

H₀₁: No statistical important correlation between academic stress and its consequences among school going adolescents at 0.05 level of significance

1.5: Cbncptual framework

The model of concept is a collection of interconnected portions or/and summaries that are organized in a chronological and systematic order according to their relevance to one framework, and this model is sometimes referred to as or also called as conceptual framework.

Theory is known as an abstract and systematic explanation of several aspects of reality. To describe some of the part of the globe in a theory each of the concepts are connected to one another in a systematic and interconnected ways. Theories play a vital role in both qualitative and quantitative research.

In quantitative research, the researcher frequently begins with a framework, conceptual model or theoretical model. That the researchers make predictions based on all of these theoretical models or frameworks regarding how various categories will act into the present or real globe if, theory is genuine. In other words, researchers use deductive reasoning to develop and arrive at general theories and particular predictions that can be empirically evaluated in the real world. The findings of the study are used to change, deny, accept or validate the theory.

That as defined by (**Sandelowski, 1993**) in his researches qualitative approach theories used it may be used in several methods to pull out end or conclusion. Several times theoretical or conceptual frameworks derive or brought from various other tradition or disciplines of qualitative research gives a crucial input for a study or it offers world view of theory an orientation to with precise or exact conceptual or strong theoretical frame.

The conceptual framework aids the researcher in evaluating the data collected for the study in qualitative research studies. That in several qualitative research methods, the framework of theoretical's becomes the core component of the study work; the fact is utilized by investigator which is collected from the study respondents by the researcher using inductive reasoning as the basis for development of theory and the theory is firmly rooted in the participant's experiences.

It was **Sister Callista Roy's Adaptation Model** that was used in this study as the conceptual model. Individuals are considered as a bio-psycho-social adaptable means of responding to atmospheric issues and through processes of adaptability, as according Roy's adaptations theory. This model has four phases: Processes, Input, Output and Effectors. Input is the first phase. Conceptual model is presented in Figure

1. In the current study, school-going adolescents who are affected by academic stress are classified as open adaptive systems, which mean that they are constantly striving to adapt to their environment as a result of changes in their environment. The extent, to which these changes occur in school-going adolescents, as well as in different areas such as the physical, emotional, and social, can vary. The **input phase** is characterized by the identification of stressors such as gender, age, grade (VIII–XII), family income level, occupation of mother’s and father, education level of mother and father and location of family. However, the **process phase** is characterized by the attempt to find alternative ways to cope with the change in environment, such as recreation, watching television, listening to music, reading story books, and so on. The **output phase** is characterized by the attempt to cope with the change in environment, such as relaxation, watching Continued on, in the output phase, which is concerned with successful adaptation to the environment, whether successful adaptation or failure results in poor academic performance and stress-related disorders, the outcome phase is concerned with the successful adaptation to the environment.

The extent to which these stressors / stimuli are experienced by school-going adolescents will vary (low, moderate, and high), and this will be further influenced by the school and its surrounding environment. Students at the school will be affected by a variety of factors, ranging from good school facilities to poor school facilities, all of which will have a positive or negative impact on their education. The level of stress experienced by school students varies depending on the type of school environment and facilities present. The output that is adapted or mal adapted to hostel-related stress will be determined by the intact or altered status of these effectors, which must be prevented if it is to be avoided.

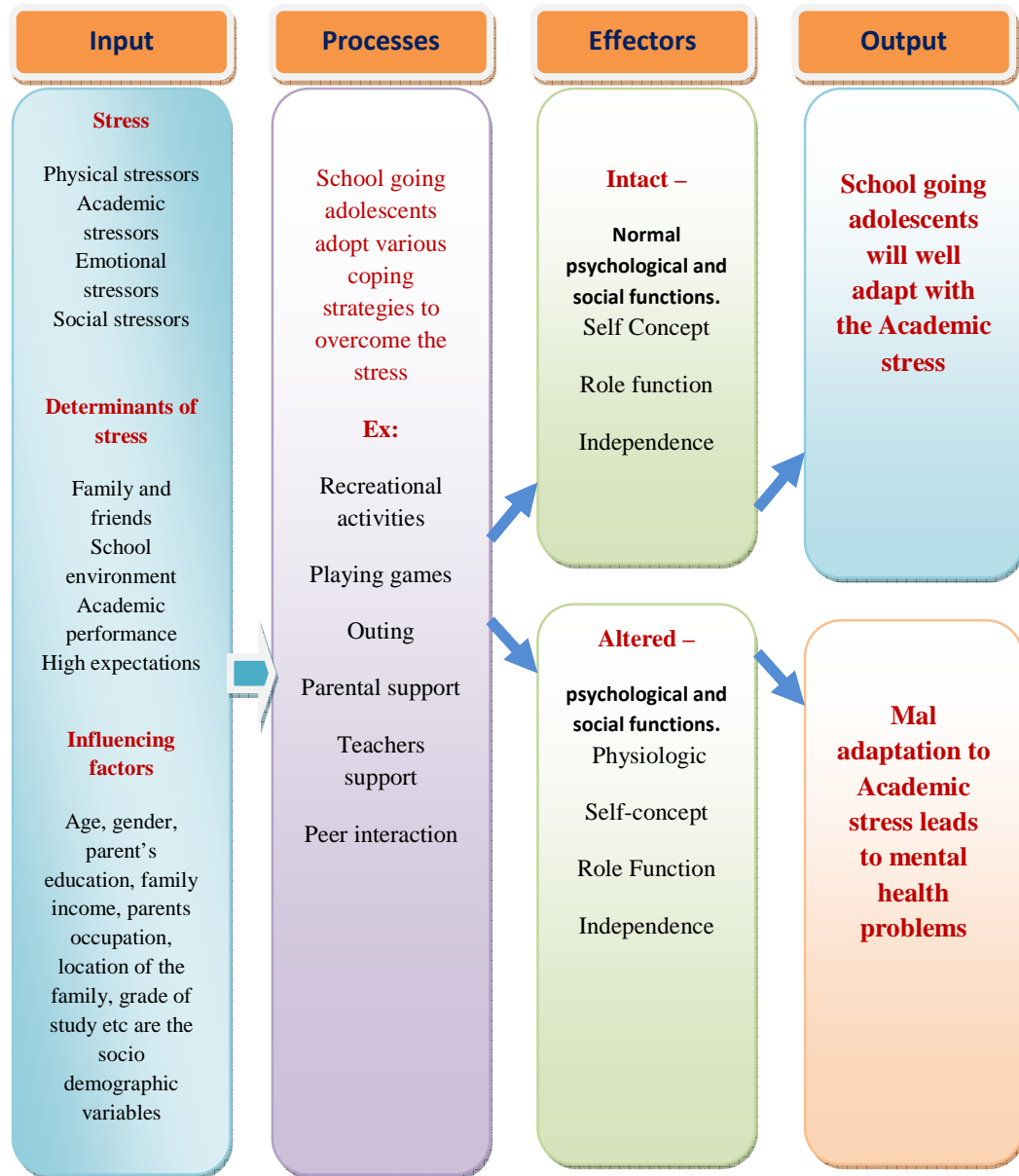


Figure 1: Conceptual model based on the Adaptation Model of Sister Callista Roy's

CHAPTER – II

LITERATURE REVIEW

This chapter deals or contains a summary on the available reviews of research studies and related literature, which were used to formulate, develop, and study the topic. In every research study, a literature review is conducted to obtain a thorough or depth understanding of the related issues and its surrounding related areas.

An in depth review of literature has been conducted from unpublished and published books, journals, materials, reports and other related materials. That it has helped a lot to the researcher and gave or provided the researchers with a in depth or deeper insight into the issues and has helped and assisted in the methodology, by defining the issue the tool construction, and analysis of data and conceptual framework and mainly formation of hypothesis. That during the literature review the research investigator will face or came across many ideas it may either directly and indirectly which is relevant to the current problem and research study.

It has held that to get insight into the chapter or topic and grow or develop the experimental project, a 'review of literature' is essential. Its written literature review give or evaluation provides background for knowing the investigators and researchers to comprehend what has already been done in the subject under investigation and illustrates the approach in conducting new studies to meet needs and requirements.

The term review of literature have described by several researcher in their own method. That a lesser research scholar said that by going in depth or through of study completed by other researchers is held to be full and total information of what fact is

and which have been unpublished and published and generalized on the particular issue by the researchers at university. Moreover the **University of Toronto** has also defined the word review of literature in same pattern.

American Nurses Association has defines the word review of literature is as a complete and total text, which objectives and purposes are comprehensively move by the each and every minute information or knowledge on a particular issue research statement.

Best John has defines the concepts as, a review of literature is a concise summary of former researchers and experts writings that demonstrates the investigator or expert is aware of what facts available about new things and what is still to be discovered regarding undisclosed facts.

Polit and Beck explains the word as, literature review offers users an overview of the existing evidence on the subject in hand and develops a thesis that shows the requirement for much more research.

The information from past studies is being used to create theoretical and scientific knowledge about a specific issue or phenomena, as well as finding in a production of data that already appears and about new happenings. The primary and most significant goal of a literature review is to gather an in-depth and comprehensive background that available related to an issue in order to conduct research. The literature review assists in choosing a problem and objective, developing a theoretical framework, and formulating study questions.

As per **Abdullah and Levine**, a literature review lays the groundwork for future research and readers. It explains why it is necessary to replicate the same work. It also aids in the discovery of precise empirical facts in any specialized field. To improve their understanding of the fact of study, the investigator proceeded through all of these steps while conducting study of research and non-research information.

A literature review is a methodology or action of finding and searching or evaluating of the present existing materials in the particular subject of selected or given area and chapter which is selected by the research scholar. It might be held that it is the exercise or activity of state of the art which only related to specific chapter which is chosen.

To obtain insight and understanding and to lay the groundwork for the research, an exhaustive examination of pertaining publications related to this research study issue was conducted. The following chapters consolidate and summarize the literature analyzed for this investigation;

Section 2.1: Literature based on stress of academics and its determinants among Teenagers.

Section 2.2: Literature based on consequences of stress of academics among Teenagers.

Section 2.1: Literature based on stress of academics and its determinants among teenagers:

Only with purpose of understanding as much regarding based on school burnout amongst students of high school, a research seeks to evaluate existing studies in this field. Around 16 research based on school burnout and academics

strain between students of high school were considered even during evaluation procedure. The assessment of these studies indicated a variety of risk variables and psychological health repercussions linked to teenage fatigue, which are discussed in this research. Additionally, research gaps in this field have been identified, including the need for screening scales and the consequences of these findings on health related to mental wellness.²¹

One goal of this research was to look at test stress amongst pupils in Nigerian establishments of higher learning, and also the repercussions of that concern. Test stress has a poor effect on pupils' educational outcomes, according with result of this research, but there is an immediate a need explore potential alternatives. To guide the original study path, the investigator provided 2 study issues and created multiple research hypotheses. The significance of the study is derived from the benefits accrued to stakeholders, such as improved academic performance among students. The researcher came to the conclusion that examination anxiety is a common phenomenon among students in higher education institutions, and that it is associated with poor academic performance. This led to the recommendation that social studies, because of its problem-solving content, be recognized as an instrumental variable in the treatment of examination anxiety among students in higher education institutions.²²

One main objective of this investigation was to find out how much academics pressure upper secondary pupils were under. The contemporary research includes 250 kids in the XI grade from the Namakkal District of Tamil Nadu, India, who would be registered in upper secondary institutions. A basic randomized selecting approach was used to select the samples. Due with results of

this research, high school pupils, independent of sub-samples, get a medium degree of academics strain. That the academic stress experienced from male students is higher than that experienced by female students. Academic stress among urban students is higher than that of rural students, according to a recent study. Academic stress among students in government schools is lower than that of students in private schools. Academic stress is higher among students studying science subjects than among students studying arts subjects. The academic stress experienced by students whose parents are literate is higher than that experienced by their counterparts.²³

This researchers focused into in the gendered and geographically inequalities in educational strain and psychological stabilization amongst teenage pupils in the region of Amritsar. This study enlisted the help of over 200 pupils. Information was collected using the Bisht Battery of Strain Measurements and the Emotional Stability Test for Kids, and the t-test information assessment had been used to analyse the information of the hypothesis testing that were evaluated, although the coefficient of correlation (r) was estimated to examine the connection between 2 factors. These data found that there has been no statistically substantial differences in academics strain (educational irritation, educational dispute, and academics worry) among men and females, though there was a statistical meaningful differential in educational stress among boys and girls. When comparing female and male participants, it is discovered that female participants are under greater academic pressure. According with results, teenage pupils' academics strain (academics anger, academics dispute, heavy workloads, and academic worry) did not change significantly based about where they resided in the research. The findings of the study also reveal that gender has no effect on the emotional stability

of adolescent students, but that location has a significant impact on emotional stability. When compared to their counterparts, adolescent students from urban areas have higher levels of emotional stability. This was also observed that the 4 aspects of academics pressure and psychosocial health have no meaningful statistical association.²⁴

A purpose of this study is to evaluate the information on mathematics anxiety in students of secondary schools, and thus to provide the causes and impacts of pressure, and including managing techniques for pupils those are undergoing academics strain. Disturbed home relations, societal pressures, incapacity to manage with academics, drug dependence, and a shortage of competency are perhaps the most common mental health problems throughout teenage, according to the conclusions of the research analysis. It has caused a lot of stress in their lives, as well as in their relationships with their families and peers, because they are involved in obtaining instant gratification of their needs. Joint family pupils had a slightly greater average academics stress rating than their nuclear family colleagues, although this differential is not significantly substantial when contrasted to nuclear family pupils. Cognitive strain is not greatly shaped by intellect or demographic variables between high school pupils. Families must take a constructive influence in channelling their child's energies in order to assist them escape from the deviant conduct. By addition to develop in their academic endeavours and accomplish their preferred conclusion or objective, the researcher finds that pupils require a helpful and challenging atmosphere.²⁵

This same goal of the research was to determine the origins of worry in kids with lower and higher educational achievement so that they may be helped to deal with their emotions. That survey was given to around 656 Bangalore-based elementary school pupils studying fundamental and applied research. The prior semester of college end-of-semester scores are utilised as a baseline when assessing student success. The Difficult Life Experiences Questionnaire - Students Forms had been used to collect and analyze the data (Rao, 1986). Overall number of learners thought schooling was more difficult than they might have expected, according to the research authors. Students with lower and higher performance in academics, including students enrolled in applied and basic/ fundamental science courses, showed significant differences in their sources of stress. Discussions with teachers about the study's implications and recommendations took place, and an enrichment programme on stress management was implemented.²⁶

An investigation on cross-sectional was done. That the objective of the research was to assess academic stress among students of high school in Kerala's Thalassery educational block for a period of one month with a sample size of 600 students using a convenient sampling method. That the Scale on Academic Anxiety for Children by A Sen Gupta and A K Singh (AASC – SG) questionnaire was used to assess students' academic anxiety. However the statistics was involved under Microsoft Excel sheet and assessed or analysed utilizing EpiInfo. The Chi-square examination was utilized to decide whether or not there were any associations. Males constituted 53.3 percent of the 600 students, while females constituted 46.7 percent. This study's mean stress score was 10.863, and the proportion of academic stress (high and medium) was 64%. There was just no link among gender expression and school achievement, since there was no link among

class section and academics strain; nevertheless, there was indeed a strong link among urban and rural school ($p = 0.008$), and between private schools and government schools ($p = 0.0001$). Around 50% of the students in the research population are experiencing levels of higher of academic stress, which was found to be significantly associated with 10th grade students, rural students, and students attending private schools.²⁷

A study of the research on academic pressure amongst high school students was conducted, with the goal of presenting the cause and impacts of pressure, along with management techniques for pupils who are undergoing academics pressure. Disturbed family ties, social conditioning, individual 's intellectual capacity to manage with academics, alcohol misuse, and a shortage of skilled seem to be the most frequent problems throughout teenage, according to the obtained from the research analysis. It has caused a lot of stress in their lives, as well as in their relationships with their families and peers, because they are involved in obtaining instant gratification of their needs. Shared family pupils had a relatively increased average academics stress score then their nuclear family contemporaries, although this differential is not statistical important compared to nuclear family pupils. In order to help their children overcome deviant behaviour, parents must act or play a constructive methods in channeling energies of children. In order to assist them in making the best decisions possible, which may have an impact on their future, caution should be exercised.²⁸

The purpose of this study is to investigate the fundamental association among psychological self-efficacy & academic pressure using a structural equation model. This study included a maximum of 232 secondary students. Both emotional

self-efficacy measure and the academic pressure measure were utilised to gather information for this study. These researchers analyzed a detrimental association among psychological self and academic strain. Per the findings of the research, academic strain was revealed to have been a poor indicator of psychological self inside the functional equations models. This structural equation model yielded a good fit score, shows that the system is very well matched. The results are addressed in the context of the research.²⁹

One goal of this research is to find out how much pressure university pupils are under, and therefore what cognitive mechanisms they use to cope with this now. In just this research, description research design was employed, and also the samples collected using just a probability sample strategy. Our research enlisted the help of around 100 college pupils around the aged of 18 - 21 years, all of whom were participating sometimes in capacity. The research was carried out in the Indian city of Bangalore. A subjective strain measure, established by Cohen, S., Kamarck, and Mermelstein, R. (1983), and a short dealing measure, which had been intended to explore the responding habits of college kids, were used to gather information. Overall mean maximum stress of the respondents was found to be around 26.94, suggesting that now the majority of participants are under mild strain. As per the research results, the actual standard of handling methods rated by respondents was around 48.40, suggesting that perhaps the median number of attendees had an overall average of dealing methods.³⁰

That degree to which parents are involved has a substantial effect on pupils' interpersonal and academics performance. Notwithstanding this, although neither legislative sphere nor the research have used or emphasized systematic techniques to

collecting parent viewpoints. Utilizing information from of the California School Research Study (N = 15,829), which was also the government's inaugural significant comprehensive study of families, this research looked at family opinions of school atmosphere, academic problems, and institutional support of parents engagement. As per the data, families and loved ones with non-dominant ethnicities there in neighborhood are strongly interested in their kids education, casting doubt on the function of institutions, along with national, regional, and municipal politicians, in fostering organized educational participation.³¹

A cross-sectional survey was carried out amongst pupils in Classes IX and X enrolling in high schools in Imphal capital. The divided multi - stage cluster probability sampling was used to examine kids' views of parent and instructor stress on overall educational success. The number of around 954 adolescents took part in the study. Approximately 525 kids (55%) claimed they were also under obligation to accomplish well here in their classroom achievements, including 454 (86.5%) saying their families were always the main cause of stress. There were 205 students who said they were sleep deprived, and there were 119 students who said they were depressed as a result of the pressure they were under. Approximately 233 (44.4%) pupils manage by respecting their teachers/parents and engaging in recreation forms of play, contemplation, yoga, or other such activity. As contrasted to these other data, men participants perceived experiencing greater stress than female pupils (60.3 % vs. 51.2 %). That disparity was statistical meaningful. Approximately 346 (57.0%) of pupils who said they felt pushed said their academic achievement was just not adequate, contrasted to 161 (50.7%) who said their educational attainment was adequate that under situation.³²

Researchers sought to learn more about the impact of school pressure in college students, along with their personal adjustment and response methods, through this research. Numerous researches have found to be an alarming amount of pupils were unable to cope with the demands of a demanding curriculum, the expectations of their parents, and fierce competition among themselves, resulting in health regarding to mental issues such as anxiety, depression and even also suicidal tendency. There've been countless cases whereby kids from challenging surroundings, including such slums, unemployment, and studying in harsh settings, have excelled their classmates in chosen field of study, athletics, art, philosophy, and musical, to name a few. As little more than a consequence, families must recognise that occupational achievement somehow doesn't guarantee ongoing professional success. Child raising and socializing, along with ensuring suitable care for youngsters, should have been taken a different approach.³³

Academic pressure and academic performances in young teenagers were investigated, and even the impact of academics strain on academics accomplishment. The around of 110 children were randomly chosen among 2 different classes in the county of Mysuru, Karnataka, to participate in the research. An Educational Pressure Questionnaire, which examined Academic pressure in 7 distinct methods with a maximum of 34 elements, has 34 items on a Likert rating with a maximum of 5 scores. The Pearson's product moment correlation coefficient, as well as regression, are utilized to investigate the connections among stress of academics and achievement in academic in this research. To see if there were noticeable gendered disparities among male and female pupils, the autonomous sampling t testing was utilised. The outcomes stressed component of academics strain was found to be strongly and inversely associated to academics ability as an outcome of the these outcomes.

Tension was found to be a variable in 4% of educational accomplishment in the research, as per the data. Furthermore, it must have been observed that distress was unaffected by gender expression.³⁴

That research was determined to be conducted in attempt to learn as much regarding the psychological processes of teenagers who pluck their skins. As per the respondents, the main motivation for skin pickers has been to manage bad feelings including such worry and educational pressure. South Korean pupils ages 12 to 16 years old (N = 410), with around 52.2% of the respondents becoming female, took part in the research. During assessments, participants responded to questions regarding their epidermis habit, educational pressure, impulsiveness, & anxiousness. Sixty-eight percent of those who took part in the study admitted to picking their skin in the past, and 15.4 percent admitted to doing so currently. Greater degrees of educational pressure, impulsiveness, and anxiousness were demonstrated to be linked to epidermis plucking. Adolescents who got collected at their epidermis or skin additional frequently exhibited higher levels of anxiety, academic stress, and impulsiveness.³⁵

A study was done in order to determine the academic sources of pressure between students of college in the Kerala state. Actually, academic stress is primarily caused by two factors: time constraints and demand for academic performance. The constraints prevent students from doing what they want, and the demand is that they be denied something that they wanted in the first place. The objective of the research is to identify sources of stress in students. The random sampling of around 120 pupils from the population of two districts in Kerala was chosen for this study. The questionnaire survey served as the primary source of information gathering. The

questionnaire was created after conducting in details investigation into the number of features of academic stress. It is indeed worth noting that pressure can have either constructive and harmful effects on kids. Acute stress, as according experts, is detrimental to physical wellbeing, while emotional stress is natural but can also be good in some situations, as investigations have shown.³⁶

A research was conducted to analyse teenage transition along with parental typologies and dimensionality, with both the purpose of finding the correlations between any of these aspects benefit of the entire. A total of 1285 teenage pupils as from Basque Country, ages ranged from 12 - 16 years, were included in the study (Spain). The pupils conducted a self-report of the Behavioral Evaluation Programme for Kids and the Parent Acceptance-Rejection/Control Questionnaires. Adolescents' perceptions of their parents' parenting styles and their school maladjustment differed according to their age. Poor parental tenderness was linked to greater rates of medical and classroom adjustment problems, while low parental management was linked to increased amounts of clinically and schooling adjustment problems. Children who seemed to have negligent moms and authoritarian parents seemed to have the greatest impact on clinical adjustment problems, following by pupils who seemed to have various combinations of neglecting moms and forceful dads. In addition, pupils from neglecting and authoritative households had the greatest rates of school adjustment problems, with really no difference detected in the research among kids from neglected and authoritative households, or among kids from indulging and authoritarian homes.³⁷

A survey prepared in online format was given to a sampling of around 80 pupils who were then called to respond. The findings were presented in a variety of formats, including graphs, inferences, and descriptive text. This goal of this research was to find out how much strain pupils at numerous professional institutions were under, and also the connection among strain and other academics, interpersonal, and wellness characteristics. The study revealed that, when compared to pupils studying in other streams, students studying in the science stream experienced more stress. It has a negative impact on their psychological, physical and emotional well-being. As both a consequence of the event, kids develop worry and sadness, this leads to poor educational achievement. Tension, according with research 's conclusions, is the body's way of responding to a problem. The study will assist us figure out why and what leads to stress, helping children to find a solutions to their difficulties and appreciate their studies but without experiencing worried or tense.³⁸

In a research of around 128 Grade 11 pupils having attended challenging private school systems in the United States, it was discovered that teenagers who disclosed elevated concentrations of continuing strain, especially in connection to educational excellence and indeed the greater schooling interviewing process, had higher percentages of drug or alcohol usages (Leonard et al., 2015). Drug usage was linked to a higher desire for academic accomplishment, higher felt pressure, fewer adequate management techniques, and a poorer degree of connectedness with families, according to the researchers (Leonard et al., 2015). As per prior study, self-perceived distress was been linked to drug usage in seventh and eighth grade adolescents in the United States. The results of this research, in particular, show the importance of beneficial interpersonal variables in mitigating the impacts of academic-related pressure.³⁹

The objective of the research was to level of decision of stress of academics experienced by students of high school in both public and private schools, as well as to compare the level of stress experienced by boys and girls in the same schools. In order to collect the data, a purposive techniques of samples was utilized to choose a contents of sample of around 144 pupils from each of two different types of schools: public and private. The Academic Stress Scale, developed by Rajendran and Kaliappan, was administered to the participants in the study. Verification of the hypothesis was carried out using descriptive statistics and the t test. According to the findings, the nature of school was found to be a significant factor in the experience of stress among students. Students who attended government schools were more stressed than those who did not attend. Furthermore, the outcome of the investigation revealed that there will be no distinction between experience of stress between men and women.⁴⁰

One goal of this study is to examine the effectiveness of Indian melancholy studies in kids and teens. As per the existing information, the percentage risk of depression illnesses in medical studies ranged from 1.2 % to 21%; in primary school research, 3 % to 68 %; and in community-related academic studies, 0.1 % to 6.94 %. Always one prevalence research was undertaken in India, and indeed the frequency was reported to be 1.6 %. Research have highlighted a broad variety of concerns as melancholy lifestyle factors, includes academic problems, difficulties with parenting or even at house, family troubles, economic hardship, and many other aspects. Even though only a few researchers have examined into the side effect characteristics, depressed atmosphere, lowered involvement in playtime, difficulty concentrating, problem behaviors in the pattern of violence and anger, pessimism, lowered appetite and fall asleep, anhedonia, and somatic complaints are the greatest commonly

disclosed ailments. There has absolutely no evaluation of the effectiveness of numerous antidepressant in adolescents and teenagers with melancholy in any of the research undertaken in India to today. As per the research's conclusions, there's also a dearth of knowledge on the symptomatic description and susceptibility indicators related with melancholy in kids and teenagers.⁴¹

The research investigates teenager's perceptions of the academic sources pressure with the hope of identifying those sources and using that information to reduce adolescent academic stress in the future. The Directional Content Analysis methodology was used to conduct this qualitative research study. Semi-structured questionnaires and discussion sessions were used to obtain information. This research included adolescents ranging in age from 12 - 18 years. It must have been chosen to undertake deliberate random using the Opportunistic Maximal Variability Methodology in attempt to identify the types of institutions, socioeconomic divisions, and genders of pupils. Over through the duration of the investigation, 2 respondents performed a number of around 43 observations. A total of 173 codes were found to be associated with academic stressors, with 11 subcategories and five categories being identified as such. Amongst the characteristics discovered were instructors, schools authorities, and the academic institution (72 codes); housework and exam results (32 codes); and instructional aid groups (14 codes) (19 codes). As per the investigation 's conclusions, kids are exposed to a number of educational stressors. Kids' understanding of their origins of distress can help teachers and parents revise their therapy of their children's responsibilities, along with lawmakers plan and organize pupils' demands more effectively.⁴²

This same goal of this research was to find out how common and severe strain

is amongst medical graduates, and even the link among strain, substances addiction, and academic success. Three hundred and twenty-nine medical students at Jimma University took part in the cross-sectional survey that was conducted. The information for this research was collected using the General Health Questionnaire (GHQ-12), the Med Students Distress Questionnaire (MSSQ-20), and the Drug Abuse Surveillance Test (DAST). SPSS version 20.0 was used to evaluate the information. Using logistic regression analyses and the Student's t-test were utilised as statistics testing. As a consequence, the participants' average age was around 23.02 (standard deviation = 2.074). The Stress has been discovered to affect 52.4 % of the inhabitants in today 's world. Among around 281 (86.6 %) of the individuals who took place in the survey, academic-based stressors were by far the most prevalent cause of strain. Distress was shown to be substantially linked with khat chewing [AOR = 3.03, 95 % confidence range (1.17, 7.85)], smoke [AOR = 4.55, 95 % confidence intervals (1.05, 19.77)], and intake of alcohol [AOR = 1.93, 95 % confident intervals (1.03, 3.60)]. The incidence of tension was exceptionally high through the first three days of the project. Tension ($p = 0.001$) was shown to be considerably ($p = 0.001$) but adversely ($r = -0.273$) associated to educational progress ($p = 0.001$).⁴³

This research was undertaken at a public institution in Dammam, Saudi Arabia, to investigate the incidence of academics strain and stress-based self-medication amongst undergraduates female pupils including both healthcare and non-health clusters college. The cross-sectional research was undertaken at the institution over the period of five months. The ten item Perceived Pressure Measure, which again was completed in the research's English translation edition, was used to assess self-perceived strain. The SPSS edition 22 program was used to evaluate the pupils' response. Examinations were viewed by the overwhelming bulk of pupils as a cause

of pressure (85%). Almost bulk of pupils (64%) said they were experiencing considerable pressure, which grew as they proceeded from college preparatory to 4th year of universities. The decreased among students in their fifth and sixth years. Stress-related illnesses were found to be prevalent in 39.58% of the population. The University of Medicine had the greatest rate of stress-induced self-medication (59.09%), although the Medical Pharmaceutical had the smallest rate (29.69%). The much more widely used substance for self-medicating amid stressed conditions was caffeine (49.5%). Its PSS grade was shown to be substantially related to institutions and research degrees. Pupils in healthcare clusters institutions reported high degrees of educational pressure and self on a regular basis. Examinations and a heavy course requirements were rated as the 2 most stressful factors. Students counseling meetings and pharmacist self-care counseling might, amongst others factors, help in the minimization of these kind of stresses and the development of appropriate self. It is indeed likely that the self-evaluation & quality management methods for the program will discover aspects that need to be enhanced. As little more than a consequence of this practise, pupils' cognitive pressure may be decreased.⁴⁴

A research was undertaken in the district of Barabanki in the state of Uttar Pradesh to examine the variables that are linked with melancholy amongst school-aged teenage girls. Every particular institution was the subject of a cross-sectional investigation. Between September 2016 and September 2017, a number of 2187 school-aged teenage girls (10 to 19 years old) in the Barabanki area took participating in the multiple stage sample research. The personal conversation with both the teenage girl was used to establish demographic and social variables including as age, domicile, family history, and economic background, with both the data later validated by school documents. The Kutcher Adolescent Depression Scale, consisting of

eleven items, was used to assess depression in adolescents. Depression was found to be prevalent in 39.7 percent of the population. Multiple logistic regression demonstrated that many of those who reside in rural locations [odds ratio (OR) 3.32; P 0.001], those in their initial and mid years (OR 2.51; P 0.001), those of us who decided to attend non - government schools (OR 3.22; P 0.001), or those who have Hindi as their predominant language of guidance were substantially more likely to suffer from depression (OR12.50; P 0.001). Distress was shown to be considerably greater between those who have moms were learned up to elementary education standard (OR 3.19; P 0.01) or according to intermediate collegiate level (OR 1.59; P 0.001) for those whose moms were uneducated. Someone with dads who've been learned up to inter school (OR 1.29; P 0.05) but who were grads and are above (OR 1.58; P 0.001) were seen to be more likely to be suffering from all of this, even though those with parents who'd been schooled up to inter colleges (OR 1.29; P 0.05) did. Because of the substantial incidence of anxiety amongst female school-aged teenagers, it is critical to maintain and expand school-related mental healthcare screenings procedures, and to also make them increasingly widely accessible. To cope the with issue more effectively, parents, instructors, and regional healthcare professionals must cooperate together.⁴⁵

One goal of this research was to find out how common melancholy is between female secondary school pupils in Hamadan, Iran, which is situated in western Iran. The cross-sectional research looked at around 670 female middle school pupils among the ages of 15 and 18 years. Respondents were chosen using a multiple stage randomized sample approach. Furthermore additionally, the Persian edition of the Center for Epidemiologic Surveys Depressed Measure was utilised as a survey tool, as was a survey created by the investigators that contained demographic

characteristics. The average (standard error) age of the pupils was around 16.2 (0.68) years. The Center for Epidemiologic Studies Depression Scale predicts that around 52.6 % of female graduates suffering from serious melancholy, exactly correlates to the incidence of serious depression as assessed. There was apparently a link among melancholy incidence and institution kind (P 0.001), parental income (P 0.001), residing in the suburbs (P 0.001), and area of study at schools (P 0.001). Anxiety between adolescents was demonstrated to have a significantly meaningful link with school grade, kind of living situation with family, father's education and profession, mom's educational and profession, & household length, however not from other characteristics.⁴⁶

The review critically examines the influence of academic discussion pressure on pupils' cognitive ability and academics efficiency, along with psychological healthcare issues including melancholy and anxiousness, difficulty sleeping, and drug addiction. It also looks at how it affects kids' learning abilities and educational attainment, along with mental illnesses like melancholy and anxiousness, sleeping disruptions, and drug addiction. Pupils in secondary and post secondary school institutions face a variety of continuing challenges when it pertains to academic pressures. Academic discussion strain has been shown in the past to have a detrimental influence on academics performance, enthusiasm, and the probability of walking out of education. Authorities lose billions of dollars per year as a result of the relatively long implications, which would include a lower possibility of lengthy occupation.⁴⁷

The research study was performed to decide whether students of high school were knowledge of the dangers drug use and to gather information about their attitudes toward drugs. Additionally, to learn about the attitudes toward substance abuse held by those who use them. There were no interventions in this population-based study related to cross-sectional, which is done in two high schools in the Indian state of West Bengal between 416 students in the eighth, ninth, and tenth grades. Understanding of the damage, attitudes, and standpoint were really the key endpoint assessments for substance misuse. Going to follow that, the outcomes were statistically analysed using percentages and the chi-square testing. A total of 52 (12.5%) of the 416 pupils acknowledged to taking or misusing some of the other narcotics at some moment in their life; 26 (15.1 percent) were from urban areas, and 26 (10.7 percent) were from rural areas; and 26 (10.7 percent) were from both rural and urban areas, respectively. Around 2/3rd or higher (73.07%) out of those who answered to survey written intent to stop drug abuse, with around 57.69 percent having attempted so to do. It was found that the most frequently cited reasons for continuing substance abuse were 'easiness of accessibility' and 'relief from tension. Pupils had a very high degree of understanding regarding the consequences of drug addiction (urban - 84.6 %, rural - 61.5 %), and they mentioned the mainstream press as perhaps the greatest have several of knowledge regarding the topic. People who used this habit were successful in convincing their friends to adopt it (urban - 15.4 percent and rural - 26.9 percent). Despite the fact that they are aware of the negative consequences of substance abuse, adolescents continue to engage in this behaviour. To adequately tackle this problem, a thorough prevention and management strategy in communities and schools, addressed at teenagers along with their relationships with families, is required. To foster the establishment of school children's perspectives with

their own self-worth and sufficiency, and also to avoid harmful behaviors between younger individuals in generally, appropriate measures are important.⁴⁸

To determine the effectiveness of holistic intervention on educational stress among adolescent girls, a research study was carried out in their school. A randomised controlled design was used, and the research was carried out at a number of colleges in the Indian city of Dharwad. A total of sixty adolescent girls were randomly allocated to one of 2 categories: controlled and experimental. Most participants were evaluated for academic pressure, melancholy, and anxiousness at the commencement of the experiment. This experiment sample was assigned to 8 sessions of comprehensive treatment. There in control condition, no therapy was given to the participants. So at conclusion of the very first, 2nd, and 3rd monthly, post-intervention examinations were conducted. These experimental class individuals showed statically meaningful declines in academic anxiety, sadness, and worry throughout a three month follow-up interval when compared with control required for full.⁴⁹

This purpose of this research was to look at the consequences of parental involvement expectancies on teenage educational achievement and melancholy. It also looked into whether teenagers' judgments of both the significance of educational success, overall perception of self, and the assistance adolescents receive from the organization and schools could ameliorate these associations. Inside the research, which would include 872 teenagers from intermediate schools in Hong Kong, that one was found that greater associated with children were significantly connected with teenagers' student achievement along with melancholy. The relevance of educational accomplishment to teenagers, as well as the regularity with and they get academic

assistance, were discovered to be intervening factors. Making it clear the complicated functions performed by authoritative parenting and the relevance of social protection in teenagers' life, this results have implications for parent practices.⁵⁰

One objective of this experiment is to uncover characteristics that impact nurse practitioners' educational success, and thus to is there a link among self-esteem, melancholy, and academics pressure. During June 2017, 150 nurse candidates from 3 training institutes participated in a comprehensive systematic review. The findings were reported in the Professional Nursing publication. This information was gathered using the Rosenberg Self-Esteem Measure, and Self-Rating Depressive Spectrum, and the Cognitive Anxiety Scale. This analysed by using comprehensive stats, t-tests, and first ANOVA. Student engagement found considered to be considerably connected with negative self and sadness, as per the research 's conclusions. In addition to attain these objectives, the authors of the study findings suggest that a programme for handling stressful situations, self-esteem, and lowering melancholy between medical students be developed and investigated.⁵¹

The principal main objective of this research may be to evaluate the differences between the 5 categories of pressure that a post secondary pupil either presently undergoes or will encounter in the long term, that used a survey planned by the scientists, and also an unambiguous research to analysis Academic Stress Magnitude amongst the pupils' lot of stress that is widespread at around that level of schooling in Bangladesh. A sample group of around 44 students from diverse tertiary level universities across Bangladesh was recommended to perform the investigation. In total, 44 people answered the survey's questions, with 23 men and 21 women taking part. The data was gathered quantitatively using the Ordinal Scale (ASS), and

the data was analysed using a combination of quantitative and qualitative methods (mixed methods). For something like the goal of this investigation, questionnaire were provided to individuals who may have formerly had but are now undergoing university schooling . The replies were categorised and graded to identify the probability of occurrence, and the results were then statistically and subjectively evaluated to assess the levels of tension faced by Bangladeshi higher education students.⁵²

Nursing professionals after their first to fourth years of research participated in a cross-sectional investigation. The researchers employed conventional self-administered measures to evaluate academics stress management activity. As per the survey, the average age of the around 400 respondents was 20.3 + 1.5 years. Males constituted 41.5 percent of the total. Participants with mild, medium, and higher level stress of academics were found to be 68 (17 percent), 309 (77.3 percent), and 23 (5.7 percent) percent of those who participated in the study. Among 15 (3.8 %), 380 (95 percent), and 5 (1.2 %) of the investigations, individuals' capability to manage with pressure was judged to be low, medium, and effective, respectively. Research, among the other causes of academic pressure discovered in this research, should have been discussed with college kids during counseling process.⁵³

Another goal of this research was to look at the links among teenage males and girls' academics pressure and physical activity during breaks then after schools, and to provide policy suggestions to increase the development of permanent positive workplace practices. Teenagers representing 16 institutions in the Czech Republic and Six institutions in Poland took involved in the research, with both the percent of participants becoming males (approximately 187 boys and 339 girls). During one

school day, the participants' physical activity and cognitive stress were monitored. In order to measure PA and physical inactivity, we used accelerometers from Acti Trainer. Utilizing documentation papers, data about the number of days wasted PA and self-reported AS in classroom instruction was acquired. According on individual self-reported stresses, we split the students into two groups: the few who did not acknowledge any stresses and for those who immediately reported one or so more stresses. For any and all PA parameters evaluated, were there no statistical significance in average physically exercise throughout breaks or after-school physical exercise among adolescents either with or without AS. There in instance of females, we found comparable findings.⁵⁴

It really was a combined research project that comprised a survey questionnaires along with 2 open-ended questionnaires to explore relevant information. In 2018, an internet survey was taken across two semesters sessions to obtain data on various causes of stress as well as some other characteristics linked to suicidal behaviour. Its most relevant assessment instruments to employ were the 9-item Simplified Psychiatric Inventory, the Universities Pressure Standard Test in Taiwan, and the Chinese Maudsley Temperament Assessment. There at end of the data collection, the respondents were asked to answer 2 open-ended additional questions their stressed and depression sensations in the previous quarter, which could then be evaluated employing thematic analyses to discover one of most prominent topics. According to the findings, around 857 university graduates were selected for the programme (67.9% female). As per this investigation, the proportion of individuals reported poor psychological health, with some more than 60% having encountered stressful circumstances in the preceding period. When

compared to the general public, there was a higher risk of suicide and a higher prevalence of neurotic traits.⁵⁵

Section 2.2: Literature Related to consequences of academic stress among adolescents

With kids, their families, and everyone who would have to engage with them about a frequent basis, teens may be a stressful experience. Elementary children in India are more stressed and commit purposeful self-harm at such a faster percentage than kids in plenty of other nations. A number of recent studies have discovered a link between stress and suicidal thoughts in school-age children. Teenagers who are stressed are more likely to use substances, which increases their risk of developing addictions. The implementation of a By complement to either a psychological health intervention, a community and general healthcare reaction is crucial in the protection of suicide ideation and the raising of awareness about drug abuse among adolescents. Stress is also associated with the use of maladaptive strategies toward schools, teachers, and parents, as well as toward peers, opposite sexes, and the general public on a extended level of society. The developmental Policy and preventive measures implementation for suicidal tendency of adolescent, as a result, urgently required at this time. This review article examines the factors that contribute to mental stress and conduct of suicide into the adolescents of India, as well as the psychosocial adjustments that they make as a result of these factors.⁵⁶

Investigators investigated the determinisms of exhaustion and if melancholy was a mediation variable among exhaustion and suicidal ideation in a research with high school students in France. A total of 256 high school kids in the eleventh and twelfth grades involved in this study. The individuals were 16.9 years old on average (standard error = 0.88). The competitors included around 135 males and 117 girls.

These authors of the study respondents were started asking to texture out questions about melancholy, thoughts of suicide, exhaustion, work adjustment, felt strain & perfectionist. Moreover just to decide the factor of predictor of burnout schools, regression analyses were carried out on the data. According to the findings, academic stress, perceived parental pressure, and peer pressure all predicted burnout; perfectionism, on the other hand, was found to be a protective factor. After that, multiple regressions were used to conduct mediation analyses in a second step. Thus expected, melancholy was discovered to be a modulator among fatigue and suicidal behaviour. Because exhaustion has been proven to be a major predictor of psychological and suicidal thoughts, while both melancholy and exhaustion are involved, melancholy is considered to be the primary generator ($= 0.64$; $t = 11$, $P 0.0001$), while fatigue is no longer a major forecast ($= 0.09$; $t = -1.6$; $P = 0.11$). Sobel ran a post-hoc test, which confirmed those conclusions ($z = 8.4$, $P 0.0001$).⁵⁷

The purpose of this cross-sectional research was to decide the frequency of drug usage (alcohol, tobacco, & khat) between university pupils, as well as the relationship between substance use and academic performance. The sampling of cluster methods were utilized to chose a maximum total number of around 747 participants from among the applicants. The information was gathered through a pretested self-administered questionnaire, and the results were analysed making use of statistics of descriptive and regression linear around 95% intervals confidence. The findings revealed that the incidence of drug abuse (tobacco, khat and alcohol) was approximately 28.6% among those who participated in the study. Teenagers' educational achievement was linked to their drugs usage in both positive and bad ways (present cigarette, intake of khat weekly minimum, intake of alcohol on a every day basis and possessing the friend of intimate who utilized substance use).⁵⁸

Academic stress & drug abuse were investigated as potential factors impairing psychological well-being among undergraduate students, as well as the implications of the findings for counselling. Three faculties at IBB University were purposefully chosen for the study, and 90 students from each of the three faculties are chosen alternatively to involve or participate in the research study. Three instruments (PPPWQ, the ASRS, and the DAST) were used in the study, all of which had been validated by experts and had high reliability ratings. For bio-data and data analysis, simple percentages, rank order, and chi-square were used, with the latter being the most common. According to the findings, students' academic stress is caused by a lack of time management, text anxiety, a lack of understanding of course content, and difficulty in completing course component assignments. The use of drugs causes students to experience feelings of loneliness, sexual desire, and other negative emotions. Bullying, bad odour, and other issues are among them. Suffocation, increased heart rate, trembling, maladjustment, and fear of failure are just a few of the negative effects of academic stress and drug abuse on their personalities as a whole, which can negatively impact their psychological well-being significantly. It has been clearly demonstrated that academic stress and drug abuse are significant factors that contribute to students' psychological well-being being negatively impacted.⁵⁹

The purpose of present research was to determine the frequency of deep depression/mental disturbance and the socio-demographic variables that are connected by it between school-going adolescents. Disorder was shown to be prevalent in around 49.2 % of the 1412 adolescents who took participation in the survey, including heavy losses being detected in around 7.7% of everyone who wanted to take part. And according to findings, the total frequency of melancholy was substantially (P 0.001) greater between females (55.1%) than men (47.7%). (45.8%) as per the information.

Among students who identified as related or connected to religious minorities like (Jainism, Buddhism etc.), depression was found to be more prevalent (63.3%; statistically significant). Students over the age of 18 were found to be more depressed than students under the age of 18. There is a significantly meaningful link among melancholy and gender (P 0.005) and was identified to existing (P 0.001). The most commonly diagnosed aspects correlated with melancholy were pessimistic (58.14 %), melancholy (56.52 %), and prior failing (both 56.52 %), while remorse emotions (69.48 %) coming in next (55.81%).⁶⁰

A study was carried out in the district of Shimla, state of Himachal Pradesh, country India, to determine incidence of suicidal ideation between adolescents who were going to schools and to investigate the factors that predict suicidal ideation. The data was gathered through the use of a self-administered, pre-validated questionnaire. Following the completion of the study, it was discovered that a around 218 research topics (30.9%; C I = 27.6–34.5%) has suicidal thoughts. Suicidal tendencies were less likely to occur when problems were discussed with families or parents (adjusted odds ratio [AOR] =0.5), when students had positive relationships with school teachers (adjusted odds ratio [AOR] =0.6), and when students were helpful to one another (adjusted odds ratio [AOR] =0.6). Instead, adolescents who had worrying issues in their families (AOR = 2.5), who had been physically or verbally abused (AOR = 2.8), and who were self-consciousness about their image body (AOR = 1.8) had increased odds of having thoughts of suicide.⁶¹

As investigate the incidence of melancholy, worry, and distress amongst upper intermediate school children in Imphal, an unsupervised cross-sectional study was done. This was also done to see if that was a link among melancholy, anxiousness,

and worry and certain characteristics including gender, educational level, and religious. Around 750 persons were chosen as the random sample. For such research, 7 institutions were chosen randomly, then all of the pupils at any of those schools were registered. In just this investigation, a questionnaires including the DASS (Depression Anxious Strain Scales) and social demographic information was employed as a research instrument. Insomnia, anxiousness, and tension were found to be widespread around 19.5 %, 24.4 %, and around 21.1 % of genuine participants, accordingly, amongst 830 genuine people surveyed, according to the literature review. Overall total, around 81.6 % of people who responded toward the study all have at minimum one of several illnesses investigated, with around 34.7 % experiencing all 3 unfavourable characteristics. Females had greater levels of depressive symptoms, anxious, and tension than men, with anxiousness ($P = 0.00$) and tension ($P = 0.04$) statistical significance. The incidence of anxiety and melancholy was substantially greater amongst 12th grade pupils than in the regular populace, with P-values of 0.00 and 0.0262, respectively.⁶²

In this review, we will look at academic stress from a biopsychosocial perspective, emphasising the effect and academic sources of stress in particular. Materials for both the reviewed scholarly were found in EBSCO, ProQuest, Springer, PubMed, Jstor, and Google Scholar, between other electronic repositories. Student engagement, academics anxiousness, managing, physiologic adaptations to strain, educational attainment, strain, and cognitive functioning were used as google searches in the review of the appropriate publications. The outcomes were laid forth in a chart. Thus according research published after around 2000, the incidence of depression among respondents increased around 15% to 45%. This chapter looked at strain and

also its physiologic effects, along with social and cognitive factors and tension causes, with a focus on research across India.⁶³

Our objective of this investigation was to find out how common melancholy illnesses are between school-aged children and teenagers in private and government institutions in Chandigarh, India, as well as to establish warning indicators. The cross-sectional research was made between 542 randomised school going teenagers (aged 13 to 18 years) from 8 various schools using a multiphase selection methodology. The Patients Health Questionnaire-9 (PHQ-9) was also used to evaluate melancholy, and a semi-structured interview session that had already been made in advance was used to identify related variables. In attempt to discover statistically meaningful related factors, a multivariate technique was used. As per the results of this research, 2/5th of teenagers (40%) suffered from clinical depression, with 7.6% experiencing from major depressive disorder around 32.5 % suffering from milder depressed abnormalities. Approximately 29.7 percent had low mood, around 15.5 % had medium mental health problems, around 3.7 % had fairly serious chronic mental health problems, and around 1.1 % had severe depression, based on the extent of the distress. Expected to attend a community college, going to study in the Xth and XIIth grade levels, surviving in a remote community, having a relationship with boyfriend or girlfriend at the time, going to experience bodily abusive behaviour by members of the family, family's alcohol and cigarettes consumption, a complete absence of a comfortable environment at classroom, going to dedicate very little period to experiments, a relatively low amount of active involvement in community activities, and being with someone or partner at the time were all important predisposing considerations. Being outside the Xth grade was a major correlate [odds ratio (OR)=5.3], as did becoming unsatisfied with someone's educational achievement

(OR=5.1), as per the conclusions of logistic regression research. Conception, analysis, and findings are all part of the process. A considerable number of educational teenagers suffering from severe melancholy, so according our data. Overall existence of melancholy was reported to be linked to a slew of modifiable risk variables. Modifications toward the work and community contexts can hopefully minimize manic depression disorder.⁶⁴

The goal of this investigation was to find out how common melancholy, anxiousness, and tension will be between teenagers. This is a cross-sectional investigation that included around 200 teenagers, with an equivalent proportion of males and girls. Subjects were chosen through purposeful sampling. This examination was conducted using the Depressive, Anxiousness, and Distress Scales (Hindi Version). Statistics were conducted using the SPSS Windows 16.0 software package, which is available for download here. The data was analysed using a variety of descriptive and inferential statistics to arrive at conclusions. Results: A significant correlation was discovered between the scores of students on the Depression, Anxiety, and Stress scales across all three domains. It was discovered that female students suffered from depression at a significantly higher rate than their male counterparts. Generally speaking, the findings indicate that these teenagers under the risk of developing depression and anxiety disorders. Stressed-out adolescents must have been marked primarily and only reduce or diminish stress of academics is treatment and it must be provided in a timely manner, as this is more to impact happening of and influence of depression and anxiety in the future.⁶⁵

The objectives of the research is to investigate that the connection among anxiety, depression and stress and as well as academic achievement. Students from rural areas schools of government of the district of Mahasamund of State of Chhattisgarh were chosen at random from among 120 students in the 11th standard (60 boys and 60 girls) studying in government schools. An ADSS (anxiousness, despair, and strain score) was employed in this research to examine the symptoms of distress, feelings of hopelessness, and strain between the adolescents. In descriptive analysis, the relationships between variables research methodology is used. For something like the qualification parameter student achievement, multiple linear regression utilising a hierarchical organizational structure showed a statistically significant significant unfavorable relationship among anxiety and depression. Additionally, a positive and significant link between students' academic performance has been identified. This one has been determined that adolescents' psychological health has an influence on educational achievement.⁶⁶

The objectives of the present investigation was to learn about various factors that lead to severe academic anxiety in students, as well as the impact of academic anxiety on academic achievement. The researcher has conducted a examination of relevant topics on to the academics anxiousness just in order to determine its impact on achievement as well as the factors that lead students to experience severe academic anxiety in the first place. In order to conduct qualitative analysis, an exploratory research design was used. Among the factors identified as posing a threat to severe academic anxiety among students were factors relating to the student's personal, familial, institutional, social, and political circumstances. Another necessity of the moment is for pupils to become more attentive of their surroundings so that they would seek expert assistance whenever required.⁶⁷

Determine the incidence and characteristics of DAS between primary school teenagers in Chandigarh with both the objectives of (a) identifying the frequency and correlations of DAS amongst primary school teenagers and (b) establishing the determinants of DAS amongst primary school teenagers. Around 10 public institutions in Chandigarh were chosen at random using the lottery technique to partake in a cross-sectional assessment of grade students nine through twelve at governmental education. Every class in each of the four classes in each school was divided into sections that were chosen at random using the lottery method once more. Students from each school were randomly selected, resulting in a total sample size of 470 students. The questionnaires were based on the DAS scale 21. Microsoft Office Excel 2007 was used to enter the data into the database. The frequency tables, charts, and cross tables used in the analysis were created by hand. That the test of Chi-square was utilized to determine significance of statistics and a correlation between various factors was discovered. According to the outcome of the present research, frequency of DAS was around 65.53 percent in men, 80.85 percent in women, and 47.02 percent in children. Overall, depression and anxiety were found to be co-morbid in 57.65 percent of cases. Extremely severe depression was found to be extremely rare (3 percent). Females were more likely than males to be affected by DAS. The peak age for depression and anxiety was around 18 years old. In Chandigarh, the prevalence of DAS was particularly higher between teenagers who were going to school. The requirement exists for the DAS identification early and effective, which could help to mitigate number of psychiatric disorders at their earliest stages.⁶⁸

Academic stress and drug abuse were investigated as potential factors impairing psychological well-being among undergraduate students, as well as the implications of the findings for counselling. Three faculties at IBB University were purposefully chosen for the study, and 90 students from each of the three faculties are alternatively chosen in the research study to take part. Three instruments (PPPWQ, the ASRS, and the DAST) were used in the study, all of which had been validated by experts and had high reliability ratings. A total of three research assistants assisted the researcher in administering each instrument to the respondents and retrieving the results for the researcher. For bio-data and data analysis, simple percentages, rank order, and chi-square were used, with the latter being the most common. According to the findings, students' academic stress is caused by a lack of time management, text anxiety, a lack of understanding of course content, and difficulty in completing course component assignments. The use of drugs causes students to experience feelings of loneliness, sexual desire, and other negative emotions. Bullying, poor odour, and other issues are among them. Suffocation, increased heart rate, trembling, maladjustment, and fear of failure are just a few of the negative effects of academic stress and drug abuse on their personalities as a whole, which can negatively impact their psychological well-being significantly. It has been clearly demonstrated that academic stress and drug abuse are significant factors that contribute to students' psychological well-being being negatively impacted. A systematic desensitisation technique, among other things, could be used by the counsellor to discourage drug use among students, according to the findings. Seminars, advocacy programmes, and other initiatives are also recommended to assist the students.⁶⁹

These impact of academics pressure on higher school kids' psychological health, as well as the connection among the 2, were investigated in a research. Approximately 200 higher school pupils representing private and government schools mostly around Salem, Tamilnadu, were chosen using simple random sampling technique. Either Academic Tension Index for Teenagers and the Good Psychological Health Assessment, both presented to the participants, were used to collect information. According with conclusions, private school kids indicated higher academic achievements pressure than publicly school pupils, while privately school pupils indicated higher life satisfaction then their educated counterparts. It was also discovered that high school students' mental health was significantly influenced by their academic stress.⁷⁰

The current study, "Effect of Stress of Academics: A research Study of managing methods between teenagers," was undertaken with the objectives of determining the impact and causes of academic stress among adolescents, as well as the coping strategies employed by adolescents. A total of 50 teenagers and parents take part in present research, which had a sample size of 50 participants. For the purpose of gathering information, a purposeful technique of sampling convenience was utilized and a self-designed questions were administered to sample group. Findings revealed that the vast majority of people believe that school is a blessing. Adolescents benefited from good parenting and teaching during a time of stress and turmoil. Academics were the most stressful aspect of adolescence. Apart from that, peer and parental pressures were also identified as sources of stress among adolescents. When it came to coping strategies for when they were stressed, the vast majority of adolescents preferred to pray. The majority of parents desired for their children to pursue a career in medicine, followed by careers in fashion design and

journalism. In addition, the findings revealed that adolescent parents were stressed when their children did not receive high grades.⁷¹

Another research was undertaken to investigate the frequency of melancholy, anxiousness, and tension amongst teenagers, as well as the relationship amongst them. The survey's goals were to evaluate the incidence and association amongst melancholy, anxiousness, and tension amongst teenagers, and even the degree of depressive episodes, anxiousness, and tension. The cross-sectional examination of adolescents at public schools representing 4 categories, extending from 9th position to 12th grades. The lottery method was used to select ten government schools in Chandigarh that were chosen at random. Students from each school were randomly selected, resulting in a total sample size of 470 students. The questionnaires were based on the DAS scale 21. Results revealed that DAS was found in 65.53 percent of the population, 80.85 percent of the population, and 47.02 percent of the population. Overall, depression and anxiety were found to be co-morbid in 57.65 percent of cases. Extremely severe depression was found to be extremely rare (3 percent). Females were more likely than males to be affected by DAS. The peak age for depression and anxiety was around 18 years old.⁷²

This same purpose of this analysis was to look at the consequences of high levels of familial expectancies on teenage educational achievement and melancholy. It also looked as to whether teenagers' judgments of the significance of academic performance, their sense of personal, and the encouragement adolescents obtain from their families and schools might ameliorate these associations. Inside the research, which would include around 872 teenagers from intermediate institutions in Hong Kong, it must have been found that the highest generally considered acceptable were

significantly connected with teenagers' educational excellence as well as melancholy. Importance of academic success to adolescents and the frequency with which they receive school support were both found to play mediating roles. Making clear the complicated significant role represented by parental involvement and the relevance of interpersonal assistance in teenagers' existence, this findings have important repercussions for parents management.⁷³

This goal of this investigation is to uncover characteristics that effect nurse practitioners' academics efficiency, and also to maybe there is a link among self-esteem, melancholy, and academics strain. In June 2017, 150 nurse student from 3 undergraduate programs participated in a comprehensive systematic review. The findings were reported in the Nurse Practitioner magazine. These information was collected using the Rosenberg Self-Esteem Assessment, the Self-Rating Depressed Spectrum, and the Educational Pressure Scale. That information was analysed using description statistical, t-tests, and one-way ANOVA. Educational pressure was reported to be highly connected with weak self and sadness, as per investigation 's conclusions. Throughout order to reach these objective, the original study results show that a strategy for regulating stressful situations, self-esteem, and lowering melancholy amongst medical students be developed and investigated.⁷⁴

To obtain statistics, a cross-sectional research was conducted on around 642 pupils from Jazan University. The likelihood of obtaining a connection was related to the magnitude of the sampling in different levels of human. The data was collected and used the Depressed, Anxious, and Tension Index 21 questionnaire, which would then be processed to use the SPSS Version 20.0 programme. The results indicated that substantial melancholy was present in around 53.6 % of the subjects, anxiousness was

present in 65.7 %, and pressure was present in 34.3 %. With P-values of 0.05 or larger for any and all indicators evaluated, the female gendered was discovered to be substantially linked with significant increased ratings for melancholy, anxiousness, and tension disorders. Apart from it though, anxious sensations were found to have significant relationship with academic achievement and caffeinated usage. Male khat users had a statistical significance link to higher levels of anxiousness and melancholy, while female khat users had a statically meaningful link to higher negative mental health outcomes.⁷⁵

Mental discomfort affects only one out of 5 kids in Kerala among the ages of 12 and 19 years, with intensity range from a mild in around 10.5 % to moderately in 5.4 % of adolescents and serious in 5% of students in serious conditions. The Indian Psychiatric Association performed investigations to across province and discovered elevated rates maltreatment (75%), mental abuse (85%), and sexual assault (21%), all of which will be connected to the formation of cognitive diseases in school-aged children.⁷⁶

During the months of April and May 2015, cross sectional research on a school based was carried out in Dangila Town. Information was gathered by teenage students of high schools utilizing a questionnaire in the Amharic language that had been pretested and then administered by the students themselves. It was determined in this study that variables of the independent factors connected along with ideation of suicide and commitment were identified using bivariate and multivariate logistic regression techniques, respectively. According to the findings, a total of 573 students out of 603 students who were sampled took part in research (95% rate of response). Average aged of individuals who replied was around 17.52

(0.97) years on average (standard error). As per the guidelines, the specified range ages was 15 & 19 years, correspondingly. Suicidal thoughts and attempted were reported in around 22.5% and 16.2% of the populace, accordingly. Suicide ideation were linked to absenteeism and truancy [AOR 4.30, 95 % confidence interval (2.03, 9.10)] and a lack of assistance [AOR 5.58, 95 % confidence range (2.25, 13.84)]. Suicidal effort was positively connected with poor interpersonal engagement [calculated odds ratio 4.55, 95 % confidence range (1.40, 14.77)] and just being psychologically harmed [modified odds ratio 4.25, 95 % confidence intervals (1.77, 10.20)]. Researchers observed no link among gendered or liquor use including suicide thoughts or efforts, in contradiction to prior research of teenagers in decreased income nations.⁷⁷

Another goal of the research was that maybe learning 4th year dentistry candidates ability to apply cognitively reconstruction approaches would help them feel less stressed. The report was circulated to all 4th year dental pupils, encouraging respondents to complete a twenty item assessment derived first from American Dentistry Organisation's Dental Environment Strain (DES) Assessment. Participants were randomized matched to either the reconsideration intervention/experimental the controlling treatment categories. Prior going onto another task, every company had to view an instructive film. Respondents in the exp group saw a video of how to apply cognitive strategies in high tension circumstances, whereas others in the CON group watched a film about basic pressure control approaches. Around 3 weeks following the preliminary poll, a follow-up research was completed. Their participation percentage was around 47.6%, and that's an excellent performance. That modification rating was determined by eliminating the carry DES ratings first from benchmark DES values and calculating the difference. The exploratory institution's mean

modification rating was +3.1, showing a decrease in the institution's moderate value of felt strain. The CON company's continuous outcomes grade, but from the other extreme, were around 1.06, demonstrating an uptick experienced stressors. From the other side, this discrepancy did not significantly differ. The investigators found as the randomized group had favorable benefits on tension control and therefore its impacts on BDS pupils were promising following examining the outcomes.⁷⁸

The study looked into the role of strain or pressure as a highly substantiated mediator into the growth of the wellness of mental problems in adolescents as a result of common stressors during their formative years. Also investigated in this study are the sources of stress that young people attribute to themselves from 7th to 9th grade, and how they attribute their stress to themselves. The researchers used a prospective cohort design for this investigation. Teenagers in Sweden's seventh classroom (N = 1137; 46 % female; mean age 13.2 years) being expected to describe their perceived perceived stress overload, concern, anxiousness, and depressive disorders, with follow up of 1 and 2 years examinations. Education was shown to be the highest prevalent source of frustration whatsoever temporal stages, with females experiencing much greater levels of tension than males. Moreover, Overall stressor load was found to be a mediator of the relationship between illness of depression and all the time anxiety but gender didn't appear to be a moderator.⁷⁹

Among high school adolescents at Qassim, current research sought to decide incidence of depression & anxiety in the general population. It was conducted in the al Qassim region as a cross sectional study. Secondary school students were the audience for this campaign. The maximum amount of adolescents/students in the research was around 1245. As a result, according to the results of the study, 325 (26.0

percent) of the 1245 students did not have depression, 423 (34 percent) had mild depression, 306 (24.6 percent) had moderate depression, around 129 (10.4%) had depression moderately severe or higher, and around 62 (5.0%) had highly depressive symptoms. Through using GAD 7 assessment, it was determined that around 455 (36.5%) of something like the around 1245 adolescents were anxious, around 425 (34.1%) of them had mild anxiety, approximately 243 (19.5%) had medium anxiety, and around 122 (9.8%) had extreme anxiety. This graph divides depressive symptoms into gender identities.⁸⁰

The goal of this investigation was to find out how common suicide ideation and attempts are between teenaged pupils, as well as what changes can be attributed to any of these activities. The combination of around 6,531 kids in classes 7 to 11 representing 74 institutions covering all 3 environmental zones and 5 main zones participated throughout this cross-sectional survey, totalling around 6,531 pupils. To accomplish this, the 2 different clustered choosing approach was employed to choose a random selection from the research community. Our investigators devised a standardized self-administered questionnaires for the volunteers. When investigate the characteristics linked to suicide thought and attempts, the investigators used a multi - variable linear modelling. As per the data, roughly around 13.59 % of people who participated in the survey pondered suicidal, while around 10.33% attempting it. Suicidal thoughts was linked to nutrition feelings of inadequacy (hazard ratio = 2.32, 95 percent confidence interval = 1.62–3.32), anxiousness (potential danger ratio = 2.54, 95 percent confidence duration = 1.49–4.30), solitude (potential danger ratio = 2.51, 95 percent confidence interval = 1.44–4.36), and gender (hazard ratio = 1.39, 95 percent confidence interval = 1.03–1.89). anxiety symptoms (OR = 3.02, 95 percent CI = 1.18–7.74), isolation (OR = 2.19, 95 percent CI = 1.28–3.73), absenteeism (OR

= 1.40–2.82), smoking cigarettes (OR = 3.13, 95 percent CI = 1.36–7.23), and gendered (OR = 1.60, 95 percent CI = 1.07–2.39) were all linked to suicide ideation. Being accompanied by 3 or or more than personal friends was proven to safeguard towards suicide thinking and attempts (OR = 0.35, 95 percent CI = 0.16–0.75).⁸¹

CHAPTER - III

MATERIAL AND METHODS

The information provided in this chapter will serve to provide an explanation of the approach taken in the current research study, which will be useful for future research studies. In particular, this chapter assists and guides the fundamental methodological techniques those will be utilized to complete research project in the present era in the most appropriate manner. Also included are detailed descriptions of all of the methods, including data collection and processing techniques, as well as methods for analysing the information gathered during the course of the research project.

In research, this term refers to a collection of specific techniques and procedures that are used to identify research methods, select samples and tools, process and analyse data collected about the current research topic, among other things. The methodology of a research project encompasses all of the techniques and procedures that are used to identify research methods, select samples and tools, process and analyse data collected about the current research topic, and to conduct the research. According to this section of the current study, the reader will be able to critically evaluate the overall validity of the study as well as the dependability of the research study carried out by the researcher in question. **(Polit and Beck)**

Included in this chapter are the study's overall approach, the research design employed in its execution, the location and population of study participants as well as sample selection methods employed in its execution, the formulation and description of research tools and instruments, the conduct of the pilot study as well as data

collection and statistical analysis strategies employed in its execution, and a plan for conducting statistical analyses of the study's results.

The current research targeted only to find out **“Determinants and consequences of academic stress among school going adolescents (13-19 Years)”**

3.1 Approach of research

That the term "Approach to research" refers to all of the fundamental procedures that are used in the course of conducting a research project. It was determined that the quantitative research approach would be appropriate for this study connected on the aimed & nature of the research of the study (**Polit and Beck**).

An empirical **quantitative research approach** makes use of deductive reasoning techniques to develop predictions and evaluate them in the real world. This technique is used by the researcher to develop predictions and evaluate them in the real world.

3.2 Research Design

In general, design of study can be defined named to as the structural techniques & systems that an analyst employs to integrate diverse segments of research in a logically lawful manner with the goal of effectively addressing the examination issue under consideration. It is necessary to direct the research with the help of a specific technique, and this technique provides bits of knowledge about "how" to do so. (**Polit and Beck**)

The present study adopted **Cross sectional descriptive study design** for the assessing the determinants and consequences of academic stress among adolescents of school going aged of 13 -19 years old.

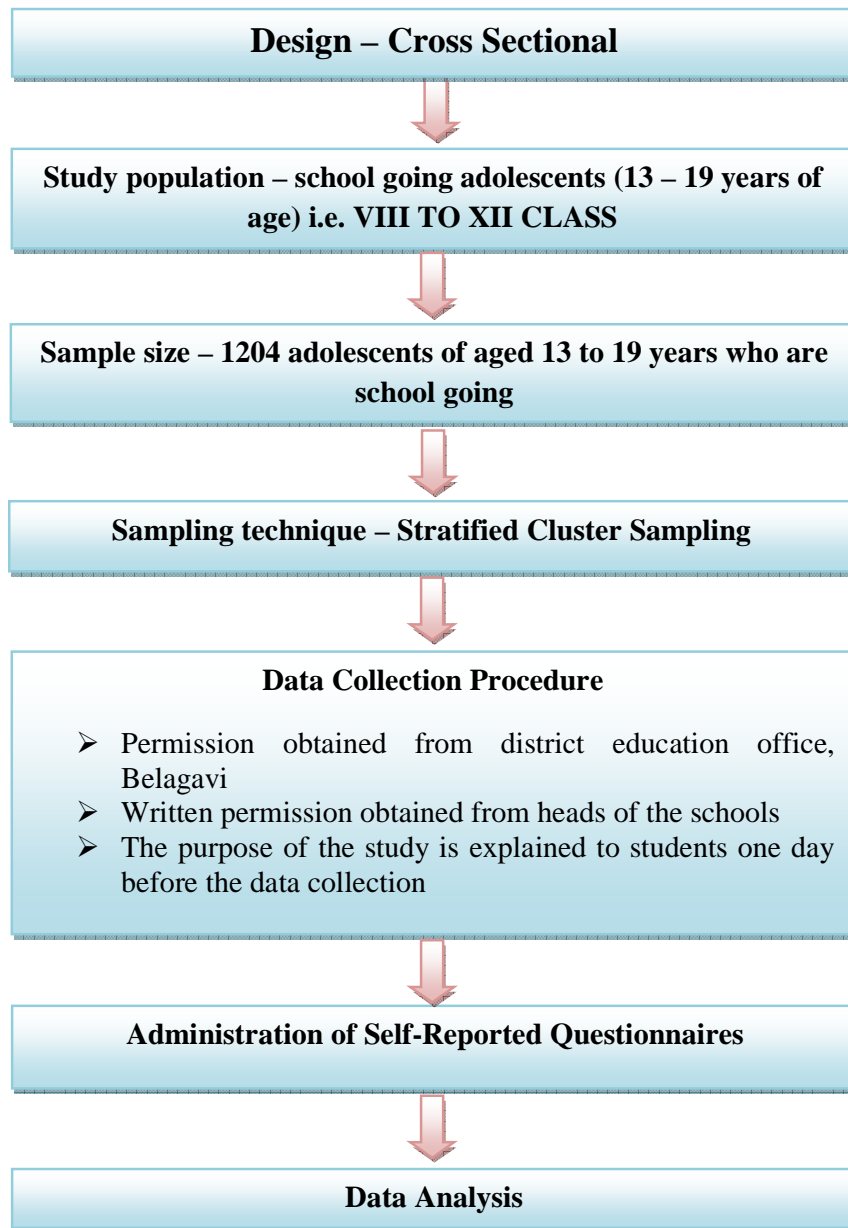


Figure 2: Schematic representation of design of research

3.3 Study Variables

The term variables are commonly used when conducting quantitative research, and they are referred to as variables of the research. It is possible for variables in research to be any attributes or characteristics of an individual or subject, singular qualities or properties, conditions or circumstances, and things that can shift or take on a variety of characteristics depending on how they are estimated to be variables in research. (According to **Polit and Beck**)

An independent variable is a distinguishing characteristic or feature that differs or changes over the course of a research project. It is something that does not change over time that is stable, as opposed to something that does change over time.

The variables included in the present study were –

Socio-demographic characteristics: Demographic characteristics included in the study are Gender, Age, Grade (VIII – XII), Family income level, Occupation of mother's and father, Level of education of mother's and father's, Family location (rural/urban).

Academic stress: As per literature reviewed the factors of academic stress considered in the study are- Pressure from study (Parental pressure, peer competition, expectations of teachers) Workload (Homework, examination stress) Worrying about academics, low self-esteem, and a shortage of motivation to research (absence of confidence and proportion)

Consequences of academic stress: The variables undertaken are Depression, Substance abuse and Suicidal ideation

3.4 STUDY SETTINGS

Research of settings of study is the place researcher conducts the research. However, setting which is taken for the conduct of present study is **schools of Belagavi**.

3.4.1: Brief Introduction of study setting:

The district of Belagavi, popularly referred as Belgaum, is a prominent vacation location in the Karnataka State, India. That the district is renowned as Karnataka's Sugar Bowls because it contains around 1.5 lakh (150,000) hectares of land designated to industrial cultivation, and that has lately eclipsed district of Mandya in terms of cane sugar yield throughout the last decades. Belagavi is the administrative centre for the province of Karnataka in northern India. The Karnataka State Legislature, will shall meet every a year in the secondary legislative structure, as well as some other structures, make up the complex. The Kunda is a well-known Indian sweet.

It seems to have a populace of around 4,779,661, having around 24.03 % of the inhabitants dwelling in urban regions, rendering it the 2nd largest inhabited districts in Karnataka state (out of 30 districts) after Bengaluru, according to 2011 Census of India survey. With something like a total size of around 13,415 km², Belagavi is the biggest one in the Karnataka which is around (5,180 sq mi). It bordered north and west side by the districts of State of Maharashtra, such as Kolhapur and Sangli, and south and east by district of Vijayapur, on the south-eastern side by Gadag district, on the eastern side by district of Bagalkot, and on the southern side by UttaraKadapa district. It is border.

Educational Institutions in the District:

The Visvesvaraya Technological University (VTU), Rani Channamma University, Belagavi (RCUB), and Karnataka Lingayat Education Community college are among the academic institutions in the Belagavi district. Around 9 engineering institutes, around 2 medical colleges, around 15 polytechnics, around 7 Indian medical colleges, 2 different dental schools, and 180 degree institutions are all located in the town.

3.4.2: The rationale behind for selection of above setting for research study is as follows:

- The researcher's familiarity with the setting;
- The availability of study participants; and
- The expected co-operation of participants from the previously mentioned setting.

3.5 POPULATION

An individual or group of people who are interested in participating in a research study is referred to as a population by the researcher. People or non-human animals may be included in the study's population, and the study is not limited to human subjects.

The term "target population" refers to the total number of cases on which the findings of a research study can be applied in a broad sense by the researcher. **(Polit and Beck)**

The population selected for the present study is **teenage girls and boys aged 13 to 19 from schools of Belagavi.**

3.6 SAMPLE AND SAMPLING METHOD

The term "sample" refers to a selection of examples that are included in a research study, and these are the cases that were chosen for the exploration research that is currently being investigated by the investigators. When conducting research, sampling refers to the selecting the process of representative sample of the populace and comparing it to that of the entire research population to ensure that the conclusions reached are based on the findings of the investigation about the entire population.

A sampling strategy involves selecting a subset of a population that has characteristics that are comparable to those of the entire population in order to conduct research on the facts of the situation. Sampling is also known as sampling technique.

As the smallest and most fundamental component of the exploration process, samples are where the vast majority of the information is gathered, and they are also the most expensive. In nursing research studies, individuals are frequently used as case studies to illustrate points.

The representativeness of a sample is a critical consideration in any quantitative research study, and this is especially true when surveying a sample of people as an illustration. Example of this type of example is when the key characteristics of a population are clearly associated with the entire population, which is known as an agent test. **(Polit and Beck)**

The sample of present study includes the **School-aged teenage boys and girls aged 13 -19 years from schools of Belagavi.**

3.7 SAMPLING TECHNIQUE

The process of selection of a small part of the elements from the total number of population that have the feature of all original population is known as sampling technique.

The **Stratified cluster sampling technique** was utilized in the present research to draw the samples by the total population.

3.7.1 The sampling technique followed for present study is as follows-

Institutions in Belagavi are divided into four regions: East, West, North, and South; by each region, clusters institutions will be chosen using just a simple randomized approach; and teenagers aged 13 to 19 are selected from classes VIII, IX, X, XI, and XII. Simple Random technique is used to generate the appropriate sample sizes in proportional to strength of the class.

3.8 CRITERIA FOR SAMPLING

Among the all out research population whom is selected for the exploratory study is to be determined by particular criteria by analyst is known as sampling criteria for determination of the examples.

These current research respondents were taken based on the underlying characteristics.

A) Inclusion Criteria:

- Adolescent boys and girls aged between 13-19 years
- Adolescent boys and girls who are willing to participate in the study.
- Students who understand Kannada & English

B) Exclusion Criteria:

- Adolescent boys and girls those who are not willing to participate in the research.
- Adolescent boys and girls those who are sick at the time of data collection.

3.9: Size Sample

Calculated size of sample for the present research is: **1160**

The data was collected from 1204 adolescents for the research.

By reviewing the literatures population size was calculated by taking into account all of the characteristics such as education related stress⁹⁶, depression⁹⁸, drug and alcohol addiction⁹⁷, and suicidal behaviors⁶¹, with the largest population size being used for the investigation.

Formula used

Size of sample (n) = $Z^2_{1-\alpha}pq/d^2$

Where

n - Sample size

$Z_{1-\alpha}$ – Corresponding to statistic at the confidence level, i.e. 1.96 – 95 percent Confidence Interval

p is prevalence (gathered from similar studies)

q is (1-p) absence of positivity

d - Precision (in present study d is 10% of p)

3.10: DATA COLLECTION TECHNIQUES AND INSTRUMENT

Data collection Technique: Self Reporting

3.10.1: DEVELOPMENT OF STRUCTURED DATA COLLECTION TOOLS

Following are the Steps those are followed for development of structured data collection tools

- Reviewing of research and non-research literatures those are related to stress, determinants of stress, consequences of stress etc.
- Opinion and suggestions taken from the experts in the field for the content be included in the structured tools
- Preparation of first draft of the structured tools
- Assessment of content validity and reliability of the structured tools
- Final draft preparation of structured tools

3.10.2: The tools of data collection is divided in to three sections as following

The following tools were used to measure the variables of the study.

Section: 1: Socio-demographic data

Section: 2: Academic Stress

To measure the amount of perceived academic stress, the "Educational Stress Scale for Adolescents" was utilized. It consists of total items that are scored on a five - point likert measure Scale from 1 (absolutely disagreement) to 5 (vigorously agree) (Strongly agree). The overall score runs from 16 to 80, with regard to improving levels of anxiety perception⁹³

.Section: 3: Tools to assess consequences (Depression, Substance abuse and Suicidal ideation) of academic stress.

- a. 6-ITEM Kutcher Teenager Scale of Dépression: KADS-6 :** The Kutcher Teenage Depression Assessment, a self-report questionnaire designed by Kutcher particularly used for teenagers, is used to diagnosis and measure teenager depressive. According to a four-point scale, a score between zero and five will be considered probable absence of depression, while a score greater than six will be considered possibly depressive. Suicidal ideation can be assessed using one of the items on the scale “Mortality or self-harm-related thought, intentions, or acts” about suicidal ideation or self-harm⁹⁴.
- b. AUDIT** – In order to assess drinking behaviour, dependence, and consequences of drinking, the World Health Organization will use a screening tool developed by the organisation. The Tobacco Use Questionnaire is used to determine whether or not a person uses tobacco and their smoking habits. The internal reliability and validity of the AUDIT have been improved. It has a high sensitivity and specificity, and it can detect 97 percent of people who are addicted to alcohol in a single test. AUDIT is a simple, quick, and reliable test that can be extremely useful in the early detection of alcohol problems in vulnerable populations⁹⁵.

3.10 CONTENT VALIDITY AND RELIABILITY OF TOOLS

Content validity of tools:

All structured tools were subjected to content validation by being distributed to seven experts from the nursing field as well as medical practitioners in the fields of preventive medicine and social medicine. All of the experts were completely in agreement on all of the items on the list. However, a few suggestions for changes to some of the components were made, and these were incorporated into the final tool.

Reliability of the tool:

As tool used for the data collection in the presents study were standardized tools. So reliability is not checked for the above tools.

3.11: PILOT STUDY

Pilot study is primer research strategy or preliminary run, done in course of action of a crucial research process. Feasible path are not only an assessments by taking humble number of individuals and these are not brief test primers such examinations as may be coordinated among unobtrusive number of masses.

The pilot study was conducted at selected educational institution from belagavi to find out the feasibility of the tool. Prior to actually beginning the research, the required approval from the governments was obtained. According to the sample parameters, around 100 teenage students (10percent) of the respondents of the overall population of the current survey) were chosen. The sampling were given explicit approval before standardized resources were given to the individuals. The instruments

and design of the study were proven to be efficient after completing a research regarding pilot study.

Conclusion drawn from outcome of the pilot study are as follows –

- The research methodology and instruments were judged to be acceptable.
- There was good cooperation from the participants of pilot study and all the participants were participated with their own interest and they have given genuine responses for each item which was asked to them.
- There was some problem with understanding of some terms which was stated in the data collection instruments. This made the researcher to think about the translation of data collection tools in to local languages. So many participants felt it difficult to understand the terms used in the data collection tool.
- The researcher decided to translate the data collection tool in to Kannada language.
- It helped the researcher to decide about the statistical methods for the analysis of the data.

3.12: DATA COLLECTION PROCEDURE

After making necessary modification in the data collection procedure the data was collected for the main study by following steps-

Obtaining administrative Permission from authority:

The institution's ethics committee gave their approval to the research. Formal administrative permission was obtained from KLE Academy of Higher Education & Research. A detailed permission letter is written to District education officer by

explaining in detail about the research study and objectives of the study. Researcher personally met the school heads of for getting the permission and explained in detail about research project and its objectives. After clarifying the all the questions and doubts to authority regarding project the permission were granted for the study.

Data collection:

- Number of participants from each setting was predetermines while making the sampling plan
- After making list of participants from each educational institution is made
- Data was collected from total 08 schools from each zone 02 schools were selected. The number of samples selected for the study is 150 from each school(30 students from each grade) as per the sampling criteria.
- Required samples were drawn from the available list according to sampling plan.
- In order to account for specimen losses even throughout investigative process, 10percent in terms additional respondents were taken from database.
- Written consent and ascent to involvement to research project has been taken from each sample by clarifying their doubts (Annexure-II).
- The all the participants were given their genuine responses for each question asked to them and same time their doubts regarding questions were cleared by researcher.
- Data collection process is ended by thanking each participant for their cooperation and interest shown towards the process of the study.

3.13 PLAN OF DATA ANALYSIS

The information was to be analysed using the other mean and standard deviation.

- Initially master data sheet was prepared according to personal variables and scores obtained for all scales.
- Information was analysed in accordance with the investigation's purpose.
- Numbers that are meaningful to determine the relevant socio demographic and clinical characteristics, the frequency table and simple percentage are determined.
- Frequency distributions for academic stress scores were computed.
- Chi square tests, correlation coefficient, Pearson's r for continuity components, and Spearman relationship for explanatory data with some more than two distinct levels were used to examine the hypothesized relationship.
- Several parameters would be included in multinomial logistic regression modeling to analyse the link among academic related stress mean scores but also its constituents and repercussions, such as substances misuse, depression, and suicidal tendencies, in addition to assessing the proportionate effects of these factors on academic pressure. Overall impact of factors on teenage scholastic stressors was assessed using iterative linear interpolation.

3.14 EQUATIONS TO BE USED IN THE STUDY

1. Karl Pearson's co-efficient of the correlation :

$$r = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2] [N \sum Y^2 - (\sum Y)^2]}}$$

2. Spearman's brown prophecy formula: $r^1 = \frac{2r}{1+r}$

3. Mean: $\bar{X} = (\sum X)/n$

4. Median: $M = (n+1)/2$

5. Mode: = frequently repeated item

6. Standard deviation: $SD = \frac{\sqrt{\sum (X - \bar{X})^2}}{\sqrt{n}}$

7. Chi Square: $\chi^2 = \sum \frac{(O-E)^2}{E}$

CHAPTER - IV

RESULTS

Overall research methodology and discussion of the collected results from the investigation Components and repercussions of academic pressure amongst school-aged teenagers (aged 13 to 19 Years) are presented in this chapter. The information was gathered in accordance with the report's aims and hypothesis.

FINDINGS ORGANIZATION

Analysis of information is organized & exhibited into the sections as following;

4.1: Section I - Demographic profiles of adolescent students.

4.2: Section II- Prevalence and determinants of academic stress among adolescent Students & association with demographic variables

4.4: Section III- Consequences of academic stress among adolescent students

4.5: Section IV - correlation between academic stress and its consequences.

4.1: SECTION 1: DESCRIPTION OF SELECTED PERSONAL VARIABLES OF PARTICIPANTS

Ratings of individuals thus according their Chosen Personality Characteristics, in terms of incidence and frequency distributions

The samples of the study comprised of total 1204 school going adolescents. The selected personal variables are described under the sub headings of gender grade of research, family level of income, age, occupation of father and mother, education of father and mother and location of family.

Age group:

Table 4.1 Incidence and proportion distribution of participants as per the age in years N=1204

Sl No	Demographic variables	Frequency (f)	Percentage (%)
1	Age groups		
	12-13	198	16.45
	14-15	516	42.86
	16-17	381	31.64
	18-19	109	9.05

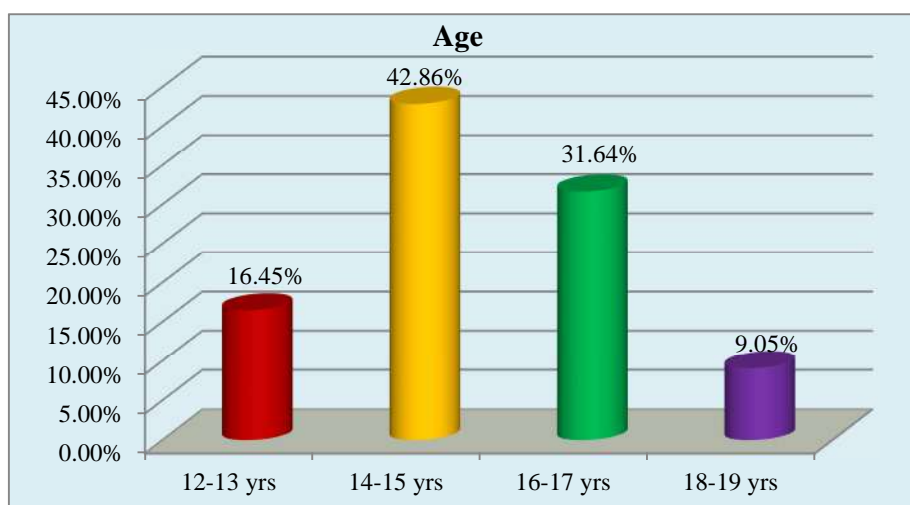


Fig 4.1: Percentage participants distribution as per their age

The data presented in table 4.1 reveals the age group of participants in years, it shows that, majority 516(42.86%) of participants were belonged to group of age of 14 years to 15 years old, 381(31.64%) of participants were belonged to 16-17 years of age, 198(16.45%) of participants were belonged to 12-13 years of age and remaining 109(9.05%) of participants were belonged to age group of 18-19 years.

Gender:

Table 4.2 Incidence and proportion participants distribution as per their gender

N=1204

Sl No	Demographic variables	Frequency (f)	Percentage (%)
2	Gender		
	Male	660	54.82
	Female	544	45.18

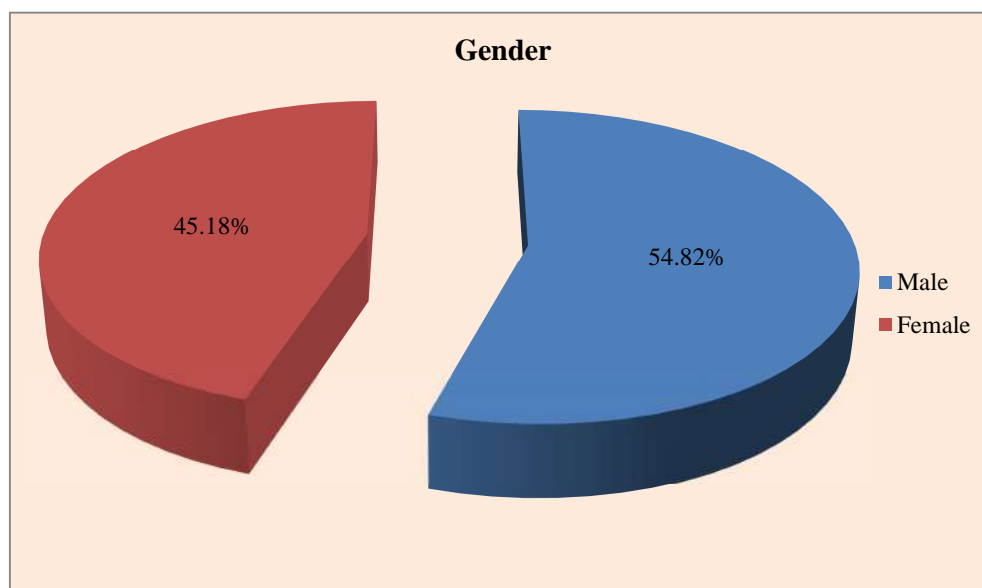


Fig 4.2: Percentage distribution of participants according their gender

The data presented in table 4.2 reveals the distribution of participants according to their gender, it shows that, majority 660(54.82%) of participants were males and remaining 544(45.18%) of participants were females.

Religion:

Table 4.3 Incidence and proportion participants' distribution as per their religion N=1204

Sl No	Demographic variables	Frequency (f)	Percentage (%)
3	Religion		
	Hindu	971	80.65
	Muslims	172	14.29
	Christians	8	0.66
	Others	53	4.40

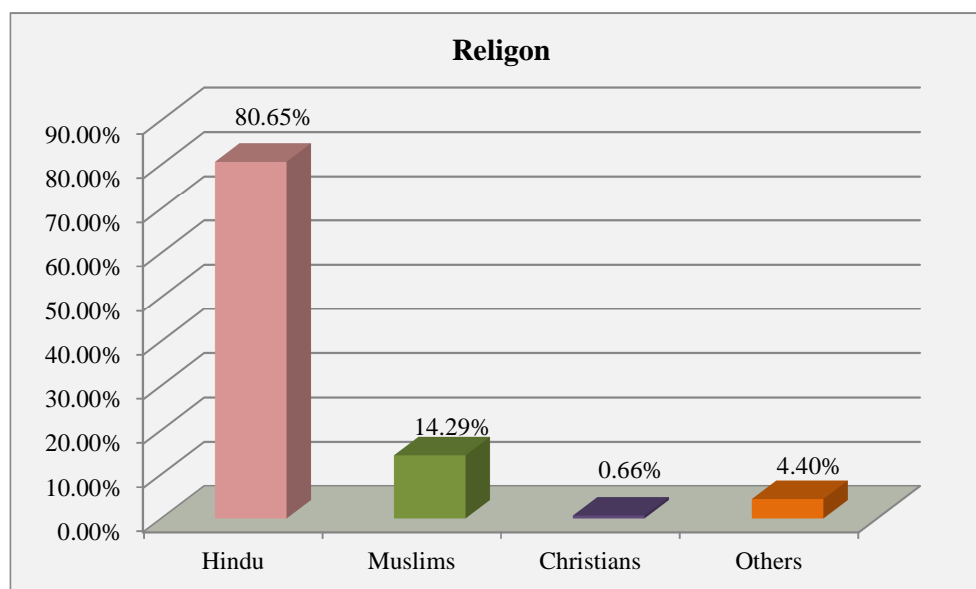


Fig 4.3: Percentage distribution of participants according their religion

The data presented in table 4.3 reveals the distribution of participants according to their religion, it shows that, majority 971(80.65%) of participants were belonged to Hindu religion, 172(14.29%) of participants were belonged to Muslim religion, 53(4.40%) of participants were belonged to other religion and remaining 8(0.66%) of participants were belonged to Christian religion.

Grades:

Table 4.4 Incidence and proportion about participants distribution as per their grade **N=1204**

Sl No	Demographic variables	Frequency (f)	Percentage (%)
3	Grades		
	8 th grade	248	20.60
	9 th grade	241	20.02
	10 th grade	234	19.44
	11 th grade	240	19.93
	12 th grade	241	20.02

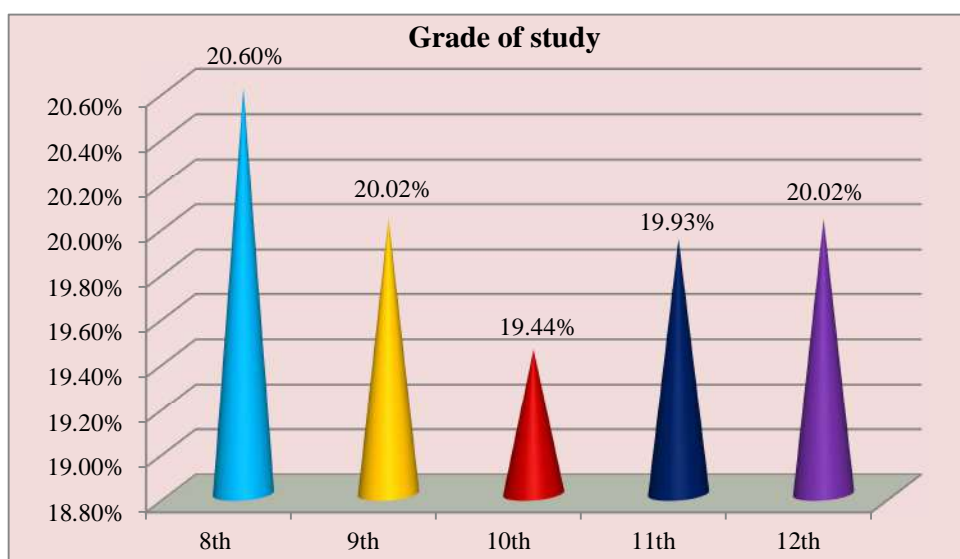


Fig 4.4: Percentage distribution of participants according to their grade of study

The data presented in table 4.4 reveals the distribution of participants according to their grade of study, it shows that, majority 248(20.60%) of participants were studying in 8th grade, each 241(20.02%) of participants were studying in 9th and 12th grade, 240(19.93%) of participants were studying in 11th grade and remaining 234(19.44%) of participants were studying in 10th grade.

Income:

Table 4.5 Incidence and proportion of participants distribution as per their income **N=1204**

SI No	Demographic variables	Frequency (f)	Percentage (%)
4	Income		
	Lees than ₹ 15000	305	25.33
	15000 to ₹ 25000	272	22.59
	25000 to ₹ 35000	173	14.37
	Above ₹ 35000	454	37.71

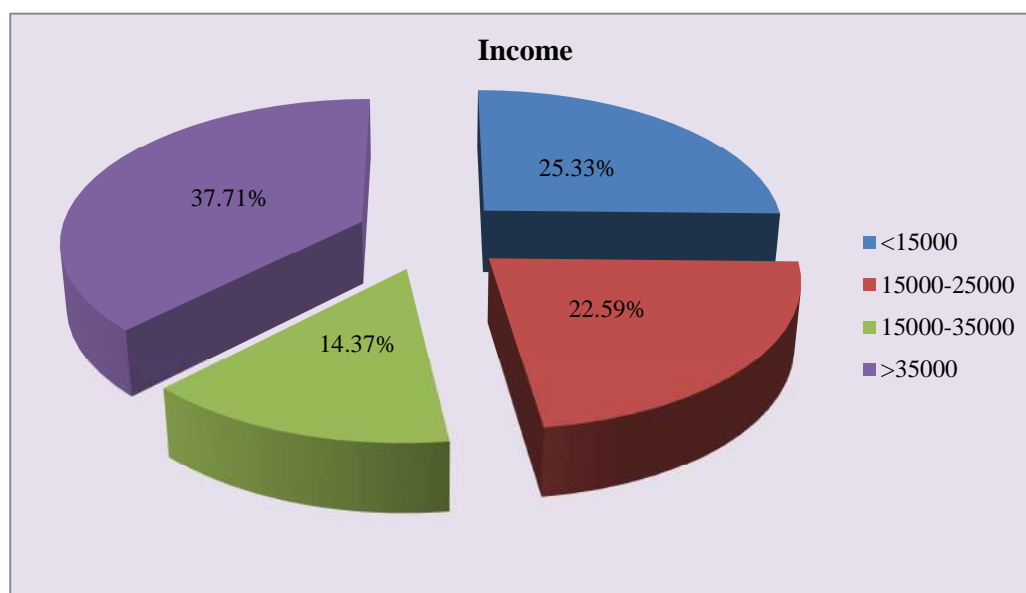


Fig 4.5: Percentage distribution of participants according their income

The data presented in table 4.5 reveals the distribution of participants according to their income, it shows that, majority 454(37.71%) of participants had income above 35000, 305(25.33%) of participants had less than 15000 income, 272(22.59%) of participants had 15000-25000 income and remaining 173(14.37%) of participants had 25000-35000 income per month.

Mother education:

Table 4.6 Incidence and proportion of participants distribution as per their education of mother **N=1204**

Sl No	Demographic variables	Frequency (f)	Percentage (%)
5	Mother education		
	No formal education	52	4.32
	School education	354	29.40
	Graduate	480	39.87
	Post graduate	318	26.41

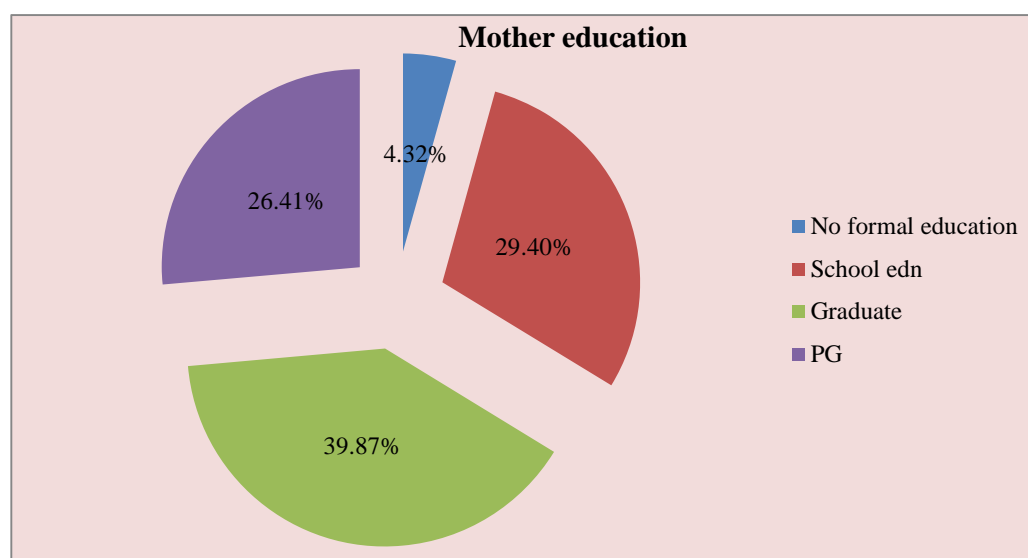


Fig 4.6: Percentage distribution of participants according their mother education

The data presented in table 4.6 reveals the distribution of participants according to their mothers education, it shows that, majority 480(39.87%) of participants mother were graduated, 354(29.40%) of participants mothers were had school education, 318(26.41%) of participants mothers were post graduated and remaining 52(4.32%) of participants mothers were not had formal education.

Father education:

Table 4.7 Incidence and proportion about participants distribution as per their education of father **N=1204**

Sl No	Demographic variables	Frequency (f)	Percentage (%)
6	Father education		
	No formal education	78	6.48
	School education	422	35.05
	Graduate	449	37.29
	Post graduate	255	21.18

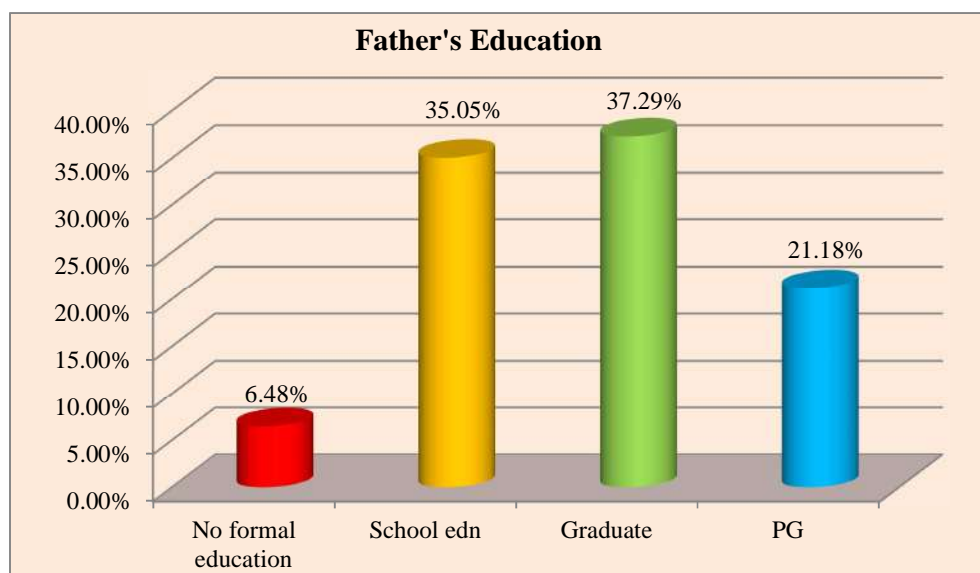


Fig 4.7: Percentage distribution of participants according their father's education

The data presented in table 4.7 reveals the distribution of participants according to their father's education, it shows that, majority 449(37.29%) of participants father's were graduated, 422(35.05%) of participants father's were had school education, 255(21.18%) of participants fathers were post graduated and remaining 78(6.48%) of participants fathers were not had formal education.

Father occupation:

Table 4.8 Incidence and proportion of participants distribution as per their occupation of father **N=1204**

Sl No	Demographic variables	Frequency (f)	Percentage (%)
7	Father occupation		
	Government	300	24.92
	Private	354	29.40
	Self employed	412	34.22
	Agriculture	138	11.46

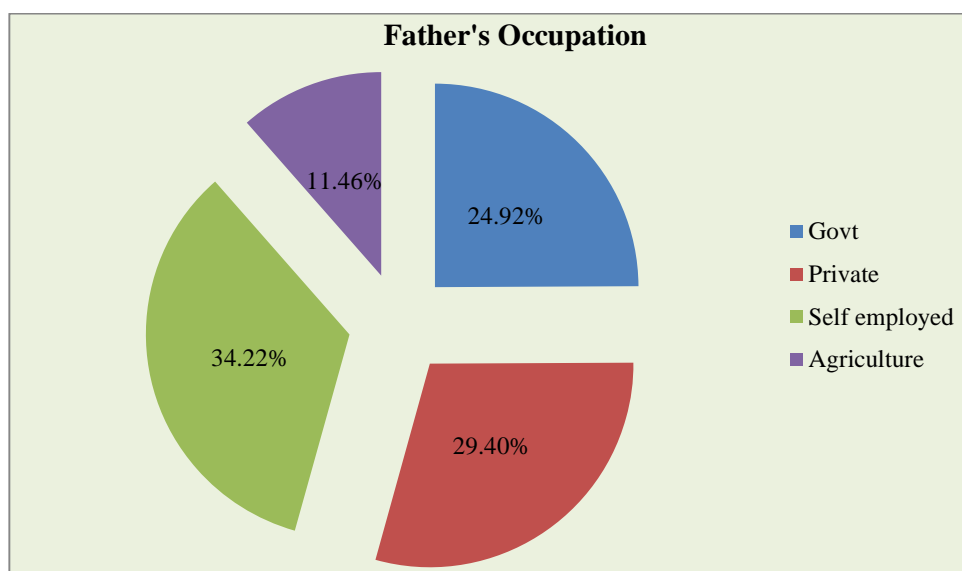


Fig 4.8: Percentage distribution of participants according their father's occupation

The data presented in table 4.8 reveals the distribution of participants according to their father's occupation, it shows that, majority 412(34.22%) of participants father's were self employed, 354(29.40%) of participants father's were doing private jobs, 305(24.92%) of participants fathers were Government employed and remaining 138(11.46%) of participants fathers were doing agricultural work.

Mother occupation:

Table 4.9 Incidence and proportion percentage participants distribution as per their occupation of mother **N=1204**

Sl No	Demographic variables	Frequency (f)	Percentage (%)
9	Mother occupation		
	Home maker	830	68.94
	Government	145	12.04
	Private	138	11.46
	Self employed	78	6.48
	Agriculture	13	1.08

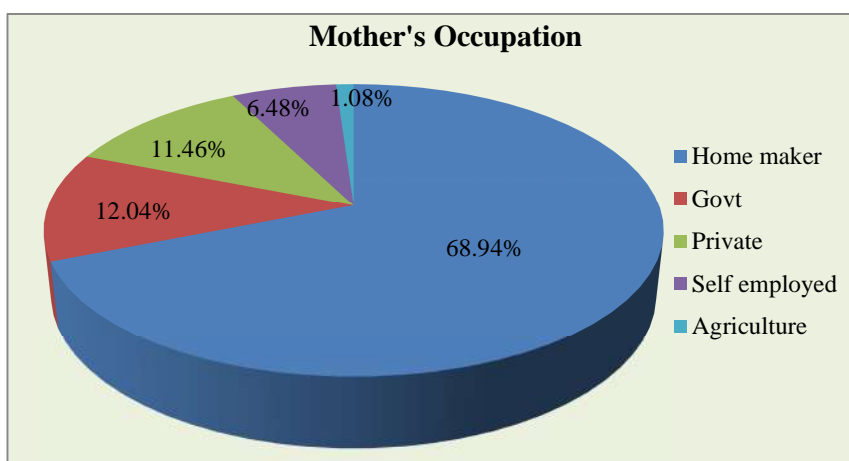


Fig 4.9: Percentage distribution of participants according their mother's occupation

The data presented in table 4.9 reveals the distribution of participants according to their mother's occupation, it shows that, majority 830(68.94%) of participants mother's were homemakers, 145(12.04%) of participants mothers' were doing Government jobs, 138(11.46%) of participants mothers were doing private jobs, 78(6.48%) of participants mother's were self employed and remaining 13(1.08%) of participants mothers were doing agricultural work.

Location:

Table 4.10 Incidence and proportion of participants distribution as per their location/area N=1204

SI No	Demographic variables	Frequency (f)	Percentage (%)
10	Location		
	Rural	424	35.22
	Urban	780	64.78

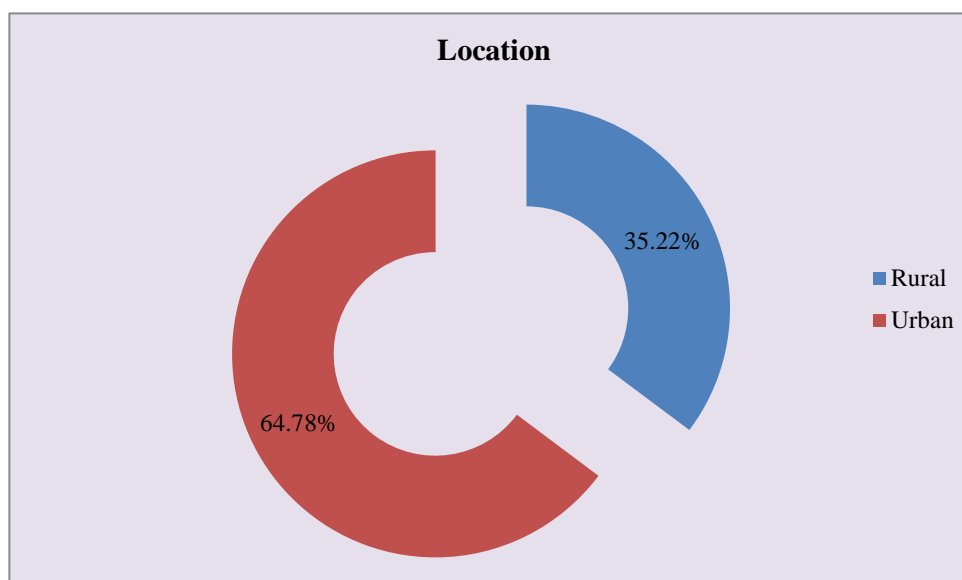


Fig 4.10: Percentage distribution of participants according their location

The data presented in table 4.10 reveals the distribution of participants according to their location, it shows that, majority 780(64.78%) of participants were residing at urban location and remaining 424(35.22%) of participants were residing in rural location.

4.2: Section II- Results connected to prevalence and determinants of academic stress among adolescent students

4.2.1: Teenage students' academic stress levels

Table 4.11 Adolescents academic stress levels

N=1204

Academic stress levels	Number of adolescents	Percentage %
Lower level	286	23.75
Average level	645	53.57
Higher level	273	22.67
Total	1204	100.00

Data presented in table 4.11 represents the level of academic stress among the adolescents. These are some of the original study primary goals was to determine the amount of academics pressure amongst teenagers aged 13 to 19 years. Upon that overall academics tension scale, the pattern's average was around 49.38 (SD=13.00). According to the statistics, the overwhelming of students experienced minimal, standard, and high levels of educational tension, with around 286 (or 23.75 percent), around 645 (or 53.57 percent), and around 273 (or 22.67 percent) reporting low, mean, and high levels of academics tension, correspondingly.

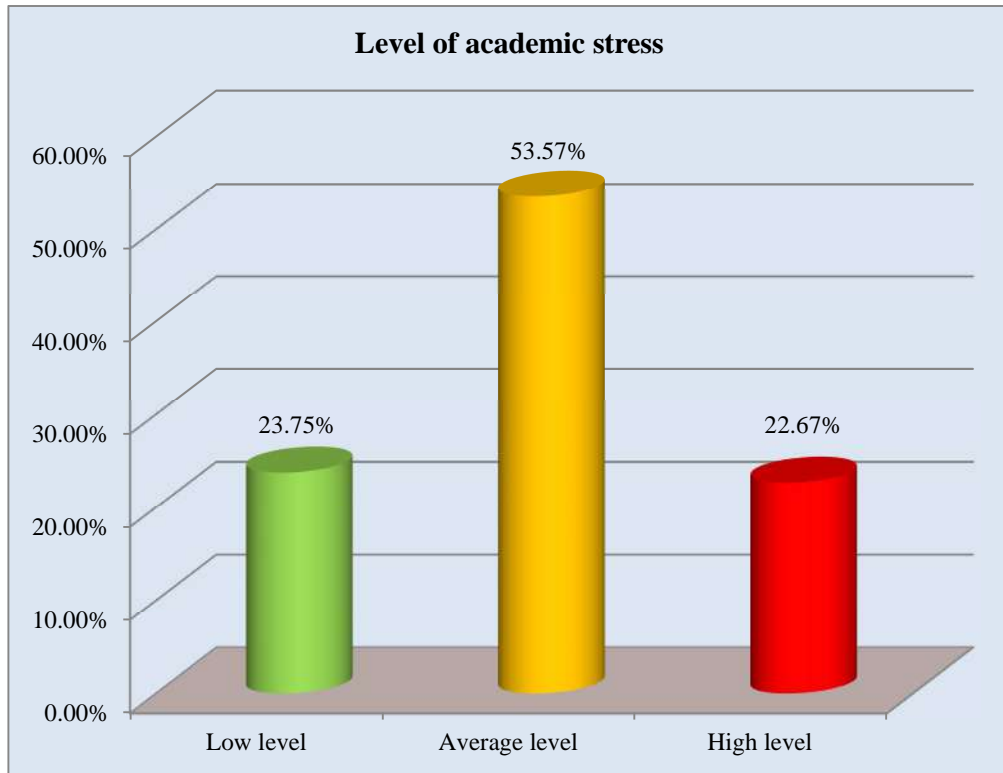


Fig 4.11: Percentage distribution of participants according their level of academic stress

4.2.2: Association between academic stress scores and demographic variables by chi square test and by stepwise linear regression analysis

Table 4.12 Association between stress of academics levels and demographic characteristics of Adolescents N=1204

Characteristics	Academic of stress of level								χ^2	p-value
	Low	%	Average	%	High	%	Total	%		
Age groups										
12-13	76	38.38	111	56.06	11	5.56	198	16.45	92.38	0.0001*
14-15	122	23.64	295	57.17	99	19.19	516	42.86		
16-17	75	19.69	192	50.39	114	29.92	381	31.64		
18-19	13	11.93	47	43.12	49	44.95	109	9.05		
Gender										
Male	154	23.33	364	55.15	142	21.52	660	54.82	1.65	0.4370
Female	132	24.26	281	51.65	131	24.08	544	45.18		
Religion										
Hindu	242	24.92	518	53.35	211	21.73	971	80.65	39.63	0.0001*
Muslims	17	9.88	98	56.98	57	33.14	172	14.29		
Christians	2	25.00	6	75.00	0	0.00	8	0.66		
Others	25	47.17	23	43.40	5	9.43	53	4.40		
Grades										
8th grade	103	41.53	129	52.02	16	6.45	248	20.60	129.57	0.0001*
9th grade	64	26.56	135	56.02	42	17.43	241	20.02		
10th grade	35	14.96	135	57.69	64	27.35	234	19.44		
11th grade	47	19.58	142	59.17	51	21.25	240	19.93		
12th grade	37	15.35	104	43.15	100	41.49	241	20.02		
Incomes										
Less than ₹15000	46	15.08	176	57.70	83	27.21	305	25.33	111.93	0.0001*
₹15000 to ₹ 25000	33	12.13	142	52.21	97	35.66	272	22.59		
₹25000 to ₹35000	39	22.54	90	52.02	44	25.43	173	14.37		
Above ₹35000	168	37.00	237	52.20	49	10.79	454	37.71		
Mother educations										
No formal education	9	17.31	24	46.15	19	36.54	52	4.32	13.05	0.0420*

School education	78	22.03	198	55.93	78	22.03	354	29.40		
Graduate	128	26.67	238	49.58	114	23.75	480	39.87		
Post graduate	71	22.33	185	58.18	62	19.50	318	26.41		
Father educations										
No formal education	12	15.38	42	53.85	24	30.77	78	6.48	44.47	0.0001*
School education	78	18.48	218	51.66	126	29.86	422	35.05		
Graduate	110	24.50	246	54.79	93	20.71	449	37.29		
Post graduate	86	33.73	139	54.51	30	11.76	255	21.18		
Father occupations										
Government	72	24.00	150	50.00	78	26.00	300	24.92	22.71	0.0010*
Private	109	30.79	183	51.69	62	17.51	354	29.40		
Self employed	83	20.15	235	57.04	94	22.82	412	34.22		
Agriculture	22	15.94	77	55.80	39	28.26	138	11.46		
Mother occupations										
Home maker	215	25.90	458	55.18	157	18.92	830	68.94	32.66	0.0001*
Government	22	15.17	71	48.97	52	35.86	145	12.04		
Private	24	17.39	67	48.55	47	34.06	138	11.46		
Self employed	23	29.49	39	50.00	16	20.51	78	6.48		
Agriculture	2	15.38	10	76.92	1	7.69	13	1.08		
Locations										
Rural	64	15.09	226	53.30	134	31.60	424	35.22	43.68	0.0001*
Urban	222	28.46	419	53.72	139	17.82	780	64.78		
Total	286	23.75	645	53.57	273	22.67	1204	100.00		

*p<0.05 indicates significant association

The results showed in table 4.12 shows the association between Stress of academics levels scores demographic profile of teenagers. The stress of academics level scores were significantly associated with age (i.e. 13 years old), Religion (i.e. Hindu), grades (i.e. 8th grade), income (i.e. less than R.s 15000/month), mothers & father's occupation (i.e. government job and home maker respectively), mothers & fathers education (i.e. No formal education) & location (i.e. Rural) at 0.05 level of significance. The gender was not significantly associated with academic stress scores.

Table 4.13 Stepwise linear regression analysis of academic stress

N=1204

Independent variables	Beta	SE of Beta	Estimate	SE of estimate	t-value	p-level
Intercpt			24.7342	4.5756	5.4057	0.0001*
AGE	0.2273	0.0305	1.8326	0.2459	7.4531	0.0001*
Income	-0.1346	0.0325	-1.4334	0.3457	-4.1468	0.0001*
M.Edu	0.1053	0.0304	1.6172	0.4670	3.4633	0.0006*
F.Edu	-0.1000	0.0339	-1.5012	0.5091	-2.9485	0.0033
R=0.3413, R ² =0.1165, F(4,1199)=39.545 p<0.05, S Std.Error of estimate: 12.247						

Data presented in table 4.13 reveals the stepwise linear regression analysis, it showed that the combined influence of age, income, mother's and father's education upon stress of academic is identified to be positive and essential. That means academic stress is positively influenced by above variables. The combined influence of father's Education and income of the family is found to be negative and significant on academic stress of the students. The multiple correlation coefficients R is 0.3413 and it is found to be important to be at 0.05 significance level. It concludes the above mentioned 4 variables are the best determinants of academic stress with 0.1165 of explained variance with standard error of estimate ± 12.24 .

Table 4.14 Stepwise linear regression analysis of Pressure from study stress

N=1204

Independent variables	Beta	SE of Beta	Estimate	SE of estimate	t-value	p-level
Intercept			5.6827	1.2027	4.7248	0.0000
Grades	0.2595	0.0305	0.7671	0.0901	8.5147	0.0000
Income	-0.1151	0.0328	-0.3968	0.1129	-3.5149	0.0005
M.occupation	0.0570	0.0285	0.2409	0.1203	2.0024	0.0455
Gender	-0.0708	0.0275	-0.5985	0.2326	-2.5731	0.0102
M.Edu	0.0881	0.0315	0.4377	0.1564	2.7986	0.0052
F.Edu	-0.0617	0.0338	-0.2999	0.1642	-1.825	0.0500*
R=0.3541,R ² =0.1254,F(6,1197)=28.609 p<.05,S,0 Std.Error of estimate: 3.9452						

*p<0.05 indicates essential predictor

Presented data/information in table 4.14 reveals the stepwise linear regression analysis, it showed that, the combined influence of grades, income, Mother occupation and mother's and father's education on Pressure from study stress is found to be positive and significant. It means that Pressure from study stress is positively influenced by above variables. The combined influence of gender, income and father's education is found to be negative and significant on Pressure from study stress of the students. The multiple correlation coefficients R is 0.3541 and it is found to be essential or significant at upon 0.05 significance level. It concludes the above mentioned variables are the best determinants of Pressure from study stress with 0.1254 of explained variance with standard error of estimate ± 3.94 .

Table 4.15 Stepwise linear regression analysis of study work load stress

N=1204

Independent variables	Beta	SE of Beta	Estimate	SE of estimate	t-value	p-level
Intercpt			9.9794	0.5086	19.6199	0.0001*
Gender	-0.0863	0.0287	-0.5758	0.1912	-3.0111	0.0027*
Religion	0.0937	0.0289	0.4479	0.1381	3.2426	0.0012*
F.Ocupation	-0.0586	0.0290	-0.2000	0.0991	-2.0177	0.0438*
F.Edu	-0.0537	0.0289	-0.2058	0.1108	-1.8574	0.0635
R=c, R ² =0.0210, F(4,1199)=6.4412 p<0.05, S, Std.Error of estimate: 3.2923						

*p<0.05 indicates important predictor

Presented data/information in table 4.15 reveals the stepwise linear regression analysis of study work load stress, it showed that the combined influence of Gender, religion, father's occupation and father's education on Study work load stress is found to be positive and significant. It means that Study work load stress is positively influenced by above variables. The combined influence of gender, father's occupation and F. education is found to be negative and significant on Study work load stress of the students. The multiple correlation coefficients R is 0.0210 and it is found to be level of significance at 0.05 significant. It concludes the above mentioned variables are the best determinants of Study work load stress with 0.0210 of explained variance with standard error of estimate ± 3.29 .

Table 4.16 Stepwise linear regression analysis of worry about grades stress

N=1204

Independent variables	Beta	SE of Beta	Estimate	SE of estimate	t-value	p-level
Intercept			4.9430	1.2226	4.0430	0.0001*
AGE	0.1854	0.0307	0.4047	0.0670	6.0364	0.0001*
Income	-0.1758	0.0307	-0.5068	0.0884	-5.7303	0.0001*
M.Edu	0.0823	0.0290	0.3420	0.1204	2.8409	0.0046*
R=0.2891, R ² =0.0836, F(3,1200)=36.502 p<0.05, S Std.Error of estimate: 3.3747						

*p<0.05 indicates essential predictor

Presented data/information in table 4.16 reveals the stepwise linear regression analysis of worry about grades stress, it showed that the combined influence of age, income and mother's education on Worry about grades stress is found to be positive and significant. It means that Worry about grades stress is positively influenced by above variables. The combined influence of income of the family is found to be negative and significant on Worry about grades stress of the students. The multiple correlation coefficients R is 0.2891 and it is found to be level of significance at 0.05 significant. It concludes the above mentioned variables are the best determinants of Worry about grades stress with 0.0836 of explained variance with standard error of estimate ± 3.37 .

Table 4.17 Stepwise linear regression analysis of self expectation stress

N=1204

Independent variables	Beta	SE of Beta	Estimate	SE of estimate	t-value	p-level
Intercept			3.0839	0.9688	3.1834	0.0015*
Grades	0.2477	0.0305	0.5860	0.0722	8.1171	0.0001*
Income	-0.0922	0.0329	-0.2541	0.0906	-2.8031	0.0051*
Gender	0.0825	0.0275	0.5582	0.1862	2.9984	0.0028*
M.Edu	0.1020	0.0307	0.4053	0.1218	3.3278	0.0009*
F.Edu	-0.0861	0.0341	-0.3349	0.1324	-2.5294	0.0116*
R=0.3332, R ² =0.1110, F(5,1198)=29.924 p<0.05,S, Std.Error of estimate: 3.1812						

*p<0.05 indicates important predictor

Presented data/information in table 4.17 reveals the stepwise linear regression analysis of self-expectation stress; it shows that, income, and gender and mothers and fathers education on Self-expectation stress is found to be positive and significant. It means that Self-expectation stress is positively influenced by above variables. The combined influence of income of the family and father's education is found to be negative and significant on Self-expectation stress of the students. The multiple correlation coefficients R is 0.3332 and it is found to be essential at 0.05 significance level. It concludes the above mentioned variables are the best determinants of Self-expectation stress with 0.1110 of explained variance with standard error of estimate \pm 3.18.

Table 4.18 Stepwise linear regression analysis of study despondency stress

N=1204

Independent variables	Beta	SE of Beta	Estimate	SE of estimate	t-value	p-level
Intercept			3.7212	1.0562	3.5232	0.0004*
AGE	0.2074	0.0300	0.4118	0.0597	6.9029	0.0001*
Income	-0.1570	0.0301	-0.4117	0.0789	-5.2197	0.0001*
Gender	-0.0577	0.0275	-0.3711	0.1767	-2.1004	0.0359*
R=0.3115, R ² =0.0970, F(3,1200)=43.005 p<0.05,S, Std.Error of estimate: 3.0472						

*p<0.05 indicates important predictor

Presented data/information in table 4.18 reveals the stepwise linear regression analysis of study despondency stress; it showed that the combined influence of age, income and gender on Study despondency stress is found to be positive and significant. It means that Study despondency stress is positively influenced by above variables. The combined influence of income and gender is found to be negative and significant on Study despondency stress of the students. The multiple correlation coefficients R is 0.3115 and it is found to be level of significance at 0.05 significant. It concludes the above mentioned variables are the best determinants of Study despondency stress with 0.0970 of explained variance with standard error of estimate ± 3.04 .

Table 4.19: Linear regression analysis of Depression, Suicidal ideation and Substance abuse. N=1204

Deponent variable	Independen t variables	Beta	SE of Beta	Estimate	SE of estima te	t-value	p-level
Depression	Intercept			-0.4710	0.2864	-1.6443	0.1004
	Academic stress	0.3514	0.0270	0.0730	0.0056	13.0117	0.0001*
	R=0.3513,R ² =0.1234,F(1,1202)=169.30 p<0.05,S Std.Error of estimate: 2.5305						
Suicide ideation	Intercept			-0.2134	0.0740	-2.8828	0.0040*
	Academic stress	0.1851	0.0283	0.0095	0.0014	6.5320	0.0001*
	R=0.18514,R ² =0.03427,F(1,1202)=42.666 p<0.05,S, Std.Error of estimate: 0.65392						
Substance abuse	Intercept			0.0169	0.0242	0.6979	0.4854
	Academic stress	0.0384	0.0288	0.0006	0.0005	1.3335	0.1826
	R=0.0384,R ² =0.0014,F(1,1202)=1.7783 p>0.05, NS Std.Error of estimate: 0.21415						

*p<0.05 indicates important predictor

Presented data/information in table 4.19 reveals the stepwise linear regression analysis of Depression, Suicide ideation and Substance abuse;it showed that the combined influence of depression and suicidal ideation on stress is found to be

positive and significant. It means that academic stress is positively influenced by depression and suicidal ideation. The combined influence of substance abuse and academic stress is found to be negative and not significant on academic stress of the students. The multiple correlation coefficients R is 0.3513, 0.1851 for depression and suicidal ideation with academic stress respectively. It is found to be important at 0.05 significance level. It concludes the above mentioned variables are the best determinants of academic stress.

Table 4.20 Stepwise linear regression analysis of depression

N=1204

Independent variables	Beta	SE of Beta	Estimate	SE of estimate	t-value	p-level
Intercept			-0.2892	0.2555	-1.1319	0.2579
Study despondency stress	0.2029	0.0329	0.1711	0.0278	6.1648	0.0001*
Self-expectation stress	0.1654	0.0322	0.1327	0.0258	5.1427	0.0001*
Pressure from study stress	0.0959	0.0329	0.0615	0.0211	2.9108	0.0037*
R=0.3822,R ² =0.1460,F(3,1200)=68.431 p<0.05,S, Std.Error of estimate: 2.4997						

*p<0.05 indicates important predictor

Presented data/information in table 4.20 reveals the stepwise linear regression analysis of Depression, it showed that the combined influence of Study despondency stress, Self-expectation stress and Pressure from study stress on depression is found to be positive and significant. It means that depression is positively influenced by above variables. The multiple correlation coefficients R is 0.3822 and it is found to be important at 0.05 significance level. It concludes the above mentioned variables are the best determinants of depression with 0.1460 of explained variance with standard error of estimate ± 2.49 .

Table 4.21 Suicidal ideation: a step wise regression model methodology

N=1204

Independent variables	Beta	SE of Beta	Estimate	SE of estimate	t-value	p-level
Intercpt			-0.1499	0.0617	-2.4273	0.0154*
Study despondency stress	0.1290	0.0324	0.0268	0.0067	3.9835	0.0001*
Self-expectation stress	0.0977	0.0324	0.0193	0.0064	3.0173	0.0026*
R=0.1961, R ² =0.0384, F(2,1201)=24.018 p<0.05, S, Std.Error of estimate: 0.65277						

*p<0.05 indicates important predictor

Presented data/information in table 4.21 reveals the stepwise linear regression analysis of suicidal ideation, it showed that the combined influence of Study despondency stress and Self-expectation stress on Suicidal ideation is found to be positive and significant. It means that Suicidal ideation is positively influenced by above variables. The multiple correlation coefficients R is 0.1961 and it is found to be important at 0.05 significance level. It concludes the above mentioned variables are the best determinants of depression with 0.0384 of explained variance with standard error of estimate ± 0.65 .

Table 4.22 Stepwise linear regression analysis of substance abuse

N=1204

Independent variables	Beta	SE of Beta	Estimate	SE of estimate	t-value	p-level
Intercept			0.0108	0.0198	0.5466	0.5848
Worry about grades stress	0.0571	0.0288	0.0035	0.0018	1.9839	0.0475*
R=0.0571, R ² =0.0032,F(1,1202)=3.9360 p<0.05,S, Std.Error of estimate: .21396						

*p<0.05 indicates important predictor

Presented data/information in table 4.22 reveals the stepwise linear regression analysis of substance abuse, is found to be positive and significant. It means that Substance abuse is positively influenced by above variable. The multiple correlation coefficients R is0.0571 and it is found to be important at around 0.05 significance level. It concludes the above mentioned variables are the best determinants of depression with 0.0032 of explained variance with standard error of estimate ± 0.21.

4.3: Section III- Consequences of academic stress among adolescent students

4.3.1: Levels of depression

Table 4.23 Depressed levels amongst teenaged learners

N=1204

Depression level	Number of teenagers	Number of teenagers
depression Mild	381	31.64
depression medium	625	51.91
depression Severe	198	16.45
Total	1204	100.00

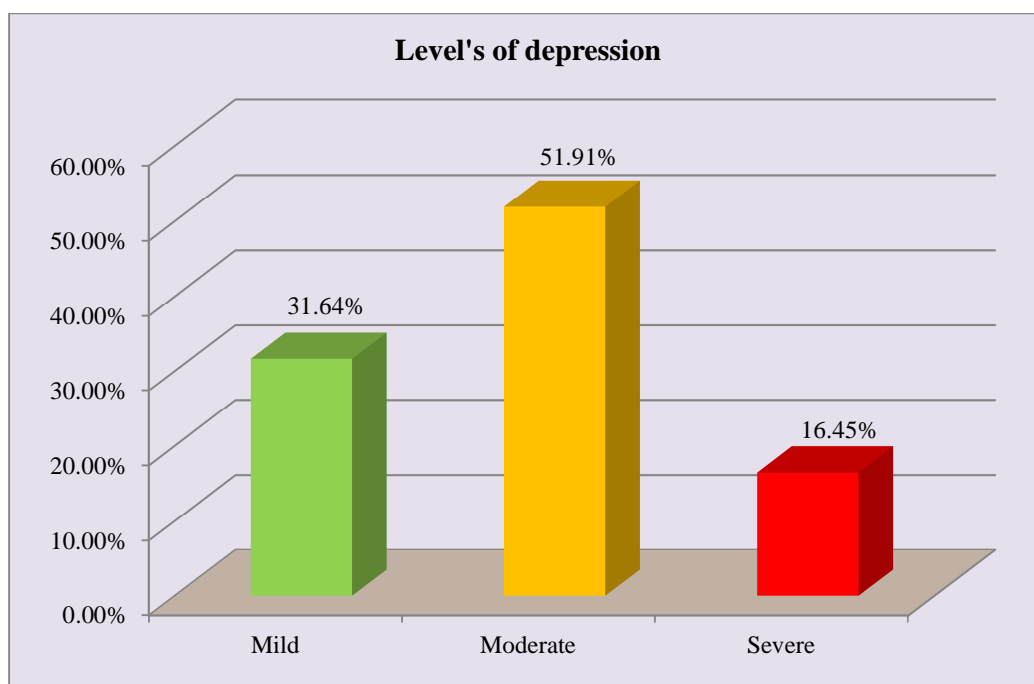


Fig 4.12: Percentage distribution of participants according their level of depression

The data presented in table 4.23 reveals the levels of kutcher's depression measure for teenagers was used to evaluate melancholy. According to the findings, around 381 kids (31.64 percent), around 625 students (51.91%) and around 198 pupils (16.45 percent) have low, medium, and major melancholy, respectively.

4.3.2: There is a link among teenage depressive symptoms rates and population variables.

Table 4.24 There is a correlation among teenager depression symptoms and population variables.

N=1204

Characteristics	Levels of depression								χ^2	p-value
	Low	%	Average	%	High	%	Total	%		
Age groups										
12-13	112	56.57	59	29.80	27	13.64	198	16.45	97.9710	0.0001*
14-15	166	32.17	276	53.49	74	14.34	516	42.86		
16-17	94	24.67	211	55.38	76	19.95	381	31.64		
18-19	9	8.26	79	72.48	21	19.27	109	9.05		
Gender										
Male	186	28.18	368	55.76	106	16.06	660	54.82	9.8310	0.0070*
Female	195	35.85	257	47.24	92	16.91	544	45.18		
Religions										
Hindu	305	31.41	492	50.67	174	17.92	971	80.65	52.7550	0.0001*
Muslims	38	22.09	113	65.70	21	12.21	172	14.29		
Christians	1	12.50	6	75.00	1	12.50	8	0.66		
Others	37	69.81	14	26.42	2	3.77	53	4.40		
Grades										
8th grade	140	56.45	79	31.85	29	11.69	248	20.60	116.9170	0.0001*
9th grade	70	29.05	134	55.60	37	15.35	241	20.02		
10th grade	70	29.91	127	54.27	37	15.81	234	19.44		
11th grade	68	28.33	139	57.92	33	13.75	240	19.93		
12th grade	33	13.69	146	60.58	62	25.73	241	20.02		
Incomes										
Less than ₹15000	42	13.77	200	65.57	63	20.66	305	25.33	165.0870	0.0001*
₹15000 to ₹25000	55	20.22	169	62.13	48	17.65	272	22.59		

₹25000 to ₹35000	43	24.86	91	52.60	39	22.54	173	14.37		
Above ₹35000	241	53.08	165	36.34	48	10.57	454	37.71		
Mother educations										
No formal education	9	17.31	31	59.62	12	23.08	52	4.32	54.3740	0.0001*
School education	74	20.90	204	57.63	76	21.47	354	29.40		
Graduate	202	42.08	209	43.54	69	14.38	480	39.87		
Post graduate	96	30.19	181	56.92	41	12.89	318	26.41		
Father educations										
No formal education	10	12.82	59	75.64	9	11.54	78	6.48	78.4240	0.0001*
School education	87	20.62	235	55.69	100	23.70	422	35.05		
Graduate	171	38.08	218	48.55	60	13.36	449	37.29		
Post graduate	113	44.31	113	44.31	29	11.37	255	21.18		
Father occupations										
Government	106	35.33	130	43.33	64	21.33	300	24.92	51.5350	0.0001*
Private	103	29.10	201	56.78	50	14.12	354	29.40		
Self employed	155	37.62	191	46.36	66	16.02	412	34.22		
Agriculture	17	12.32	103	74.64	18	13.04	138	11.46		
Mother occupations										
Home maker	298	35.90	382	46.02	150	18.07	830	68.94	44.4630	0.0001*
Government	25	17.24	101	69.66	19	13.10	145	12.04		
Private	31	22.46	91	65.94	16	11.59	138	11.46		
Self employed	21	26.92	45	57.69	12	15.38	78	6.48		
Agriculture	6	46.15	6	46.15	1	7.69	13	1.08		
Locations										
Rural	72	16.98	273	64.39	79	18.63	424	35.22	65.9990	0.0001*
Urban	309	39.62	352	45.13	119	15.26	780	64.78		
Total	381	31.64	625	51.91	198	16.45	1204	100.00		

*p<0.05 indicates important association

Presented data/information in table 4.24 represents the, association between levels of depression and demographic characteristics of adolescents it describes that the association between the depression scores and demographic profile of adolescents. The scores have been significantly associated with age (i.e. 13 years old), gender (i.e. Male), religion (i.e. Hindu) grades (i.e. 8th grade), income (i.e. less than 15000/-) education of mother (i.e. education no formally) education of father (i.e. No formal education), father's occupation, (i.e. government job), mother's occupation (i.e. Home maker) & location (i.e. Rural) at 0.05 level of significance.

4.3.3: Multiple logistic regression analysis of depression by demographic characteristics of adolescents

Table 4.25 Multiple logistic regression analysis of depression by demographic characteristics of adolescents N=1204

Characteristics	Adjusted OR	95% CI for OR		P-value
		Lower	Upper	
Age groups				
12-13				
14-15	1.68	1.01	2.82	0.0470*
16-17	1.50	0.70	3.23	0.2990
18-19	2.38	0.76	7.49	0.1380
Gender				
Male				
Female	0.64	0.48	0.85	0.0020*
Religions				
Hindu				
Muslims	1.06	0.67	1.67	0.8020
Christians	2.10	0.21	21.36	0.5310
Others	0.51	0.24	1.05	0.0690
Grades				
8th grade				
9th grade	2.28	1.36	3.81	0.0020*
10th grade	1.91	1.09	3.34	0.0230*
11th grade	1.60	0.75	3.43	0.2220
12th grade	2.50	1.02	6.11	0.0450*
Incomes				
Less than ₹15000				
₹15000 to ₹25000	0.77	0.47	1.27	0.3130
₹25000 to ₹ 35000	0.83	0.47	1.45	0.5020
Above ₹35000	0.30	0.18	0.49	0.0001*

Mother educations				
No formal education				
School education	1.92	0.98	3.74	0.0500*
Graduate	1.05	0.52	2.09	0.9000
Post graduate	1.54	0.72	3.29	0.2620
Father educations				
No formal education				
School education	1.38	0.72	2.65	0.3360
Graduate	0.98	0.49	1.97	0.9640
Post graduate	1.01	0.48	2.13	0.9830
Father occupations				
Government				
Private	1.35	0.92	1.99	0.1290
Self employed	1.03	0.69	1.53	0.8830
Agriculture	1.75	0.92	3.33	0.0910
Mother occupations				
Home maker				
Government	2.08	1.26	3.45	0.0050*
Private	1.81	1.11	2.95	0.0170*
Self employed	1.48	0.80	2.73	0.2080
Agriculture	0.17	0.05	0.62	0.0070*
Locations				
Rural				
Urban	0.92	0.62	1.35	0.6540

*p<0.05 indicates significant

Table 4.25 represents multiple logistic regression analysis of depression scores by different demographic characteristics of adolescents. It reveals that,

- The age i.e. 14-15 years of old students are significant of 1.68odds (95% CI: 1.01-2.82) more times as compared to 13 years old students.
- The gender i.e. female students are significant of 0.64 odds (95% CI: 0.48-0.85) depression as compared to male students. It means that female students have depression 0.64 times more than male students.
- The depression scores as per grades of the students i.e. 2.28odds (95% CI: 1.36-3.81), 1.91odds (95% CI: 1.09-3.34), 1.60 (95% CI: 0.75-3.43) &2.50 odds (95% CI: 1.02-6.11) i.e. 9th , 10th, 11th, 12th grade students respectively have more depression as compared to 8th grade students significantly.
- The Family income is significant of i.e. 0.30odds (95% CI: 0.18-0.49), i.e. depression is times more in students of family income Rs.35000 and above as compared to students from family income less than Rs.15000.
- The mother's education is significant of 1.92 odds (95% CI: 0.98-3.74) i.e. times more in students mothers educational status is school education as compared to no formal education.
- The depression scores as per mothers occupation is significant of i.e. 2.08 odds (95% CI: 1.26-3.45), 1.81odds (95% CI: 1.11-2.95), 1.48 (95% CI: 0.80-2.73) &0.17 odds (95% CI: 0.05-0.62) times more in students whose mothers occupation is Government, private, self-employed and agriculture respectively as compared to students whose mothers occupation is home maker significantly.

4.3.4: Levels of suicidal ideation among participants

Table 4.26 Suicidal ideation level among adolescents

N=1204

Suicide thoughts levels	Number of teenagers	Number of teenagers
No	1021	84.80
Yes	183	15.20
Total	1204	100.00

Data presented in table 4.26 represents the levels of suicidal ideation among adolescents, it reveals that, To examine suicide thoughts amongst teenage individuals, one component was included and including depressive questionnaire individually; the results showed that between N=1204 individuals, around 1021 pupils (84.80 percent) reacted Nothing or around 183 pupils (15.20 percent) replied Yeah of course for suicidal thought.

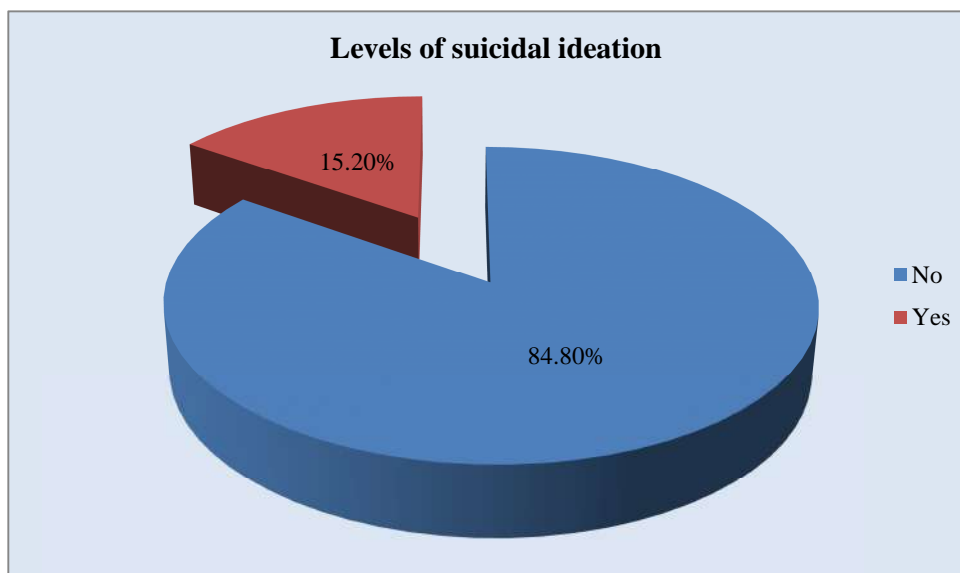


Fig 4.13: Percentage distribution of participants according their level of suicidal ideation

4.3.5: There was a relationship among suicidal thoughts and the demographic features of the subjects.

Table 4.27 Correlation between suicidal behavior and demographic characteristics of adolescents N=1204

Characteristics	Levels of suicidal ideation						χ^2	p-value
	No	%	Yes	%	Total	%		
Age groups								
12-13	182	91.92	16	8.08	198	16.45	13.3790	0.0040*
14-15	441	85.47	75	14.53	516	42.86		
16-17	307	80.58	74	19.42	381	31.64		
18-19	91	83.49	18	16.51	109	9.05		
Gender								
Male	556	84.24	104	15.76	660	54.82	0.3530	0.5520
Female	465	85.48	79	14.52	544	45.18		
Religions								
Hindu	818	84.24	153	15.76	971	80.65	4.0770	0.2530
Muslims	146	84.88	26	15.12	172	14.29		
Christians	8	100.00	0	0.00	8	0.66		
Others	49	92.45	4	7.55	53	4.40		
Grades								
8th grade	230	92.74	18	7.26	248	20.60	23.9620	0.0001*
9th grade	207	85.89	34	14.11	241	20.02		
10th grade	188	80.34	46	19.66	234	19.44		
11th grade	207	86.25	33	13.75	240	19.93		
12th grade	189	78.42	52	21.58	241	20.02		
Incomes								
Less than ₹15000	260	85.25	45	14.75	305	25.33	4.5530	0.2080
₹15000 to ₹25000	230	84.56	42	15.44	272	22.59		
₹25000 to ₹35000	138	79.77	35	20.23	173	14.37		
Above ₹35000	393	86.56	61	13.44	454	37.71		

Mother educations								
No formal education	37	71.15	15	28.85	52	4.32	8.0480	0.0450*
School education	301	85.03	53	14.97	354	29.40		
Graduate	409	85.21	71	14.79	480	39.87		
Post graduate	274	86.16	44	13.84	318	26.41		
Father educations								
No formal education	64	82.05	14	17.95	78	6.48	3.6600	0.3010
School education	351	83.18	71	16.82	422	35.05		
Graduate	392	87.31	57	12.69	449	37.29		
Post graduate	214	83.92	41	16.08	255	21.18		
Father occupations								
Government	249	83.00	51	17.00	300	24.92	5.3540	0.1480
Private	295	83.33	59	16.67	354	29.40		
Self employed	363	88.11	49	11.89	412	34.22		
Agriculture	114	82.61	24	17.39	138	11.46		
Mother occupations								
Home maker	699	84.22	131	15.78	830	68.94	4.9340	0.2940
Government	131	90.34	14	9.66	145	12.04		
Private	115	83.33	23	16.67	138	11.46		
Self employed	64	82.05	14	17.95	78	6.48		
Agriculture	12	92.31	1	7.69	13	1.08		
Locations								
Rural	361	85.14	63	14.86	424	35.22	0.0590	0.8080
Urban	660	84.62	120	15.38	780	64.78		
Total	1021	84.80	183	15.20	1204	100.00		

*p<0.05 indicates significant association

The results shown in table 4.27 reveals that the age (i.e. 13 years), the grade (i.e. 8th grade) and mothers education (i.e. No formal education) have shown significant association with suicidal ideation scores at 0.05 level of significance and remaining demographical characteristics i.e. gender, religion, income, fathers education, fathers occupation, mothers occupation and location have no significant association with depression scores.

4.3.6: Suicidal behaviors: Multivariate logistic regression assessment using demographic characteristics

Table 4.28 Multivariate logistic regression assessment of suicidal ideation attempts based on individual population characteristics N=1204

Characteristics	Adjusted OR	95% CI for OR		P-value
		Lower	Upper	
Age groups				
12-13	Ref.			
14-15	0.62	0.30	1.29	0.2000
16-17	1.20	0.45	3.17	0.7190
18-19	0.68	0.20	2.29	0.5340
Gender				
Male	Ref.			
Female	0.70	0.49	0.99	0.0460*
Religions				
Hindu	Ref.			
Muslims	1.18	0.71	1.96	0.5320
Christians	0.00	0.00	.	0.9990
Others	0.61	0.21	1.82	0.3790
Grades				
8th grade	Ref.			
9th grade	1.96	0.93	4.10	0.0760
10th grade	3.82	1.73	8.45	0.0010*
11th grade	1.14	0.41	3.16	0.7980
12th grade	2.51	0.85	7.43	0.0960
Incomes				
Less than ₹15000	Ref.			
₹15000 to ₹25000	0.78	0.46	1.34	0.3700
₹25000 to ₹35000	0.99	0.55	1.79	0.9750
Above ₹35000	0.78	0.45	1.38	0.3970

Mother educations				
No formal education	Ref.			
School education	0.26	0.14	0.49	0.0001*
Graduate	0.33	0.17	0.66	0.0020*
Post graduate	0.29	0.13	0.62	0.0020*
Father educations				
No formal education	Ref.			
School education	0.59	0.32	1.07	0.0820
Graduate	0.51	0.26	0.99	0.0450*
Post graduate	0.70	0.33	1.50	0.3630
Father occupations				
Government	Ref.			
Private	0.79	0.50	1.23	0.2880
Self employed	0.61	0.37	0.99	0.0430*
Agriculture	0.72	0.39	1.33	0.2910
Mother occupations				
Home maker	Ref.			
Government	0.53	0.28	0.99	0.0460*
Private	1.03	0.60	1.77	0.9100
Self employed	1.06	0.54	2.07	0.8750
Agriculture	0.26	0.03	2.17	0.2140
Locations				
Rural	Ref.			
Urban	1.21	0.78	1.86	0.3890

*p<0.05 indicates significant

Table 4.28 represents suicidal behavior ratings were analysed using several linear regression models based on distinct demographic information of teenagers. It reveals that;

- With respect to gender i.e. female students are significant of 0.70 odds (95% CI: 0.49-0.99) times more suicidal ideation as compared to male students.
- The suicidal ideation scores as per grades of the students i.e. 10th grade students are significant of 3.82 odds (95% CI: 1.73-8.45), times more as compared to 8th grade students significantly.
- The suicidal ideation scores as per mothers education is significant of i.e. 0.26 odds (95% CI: 0.14-0.49), 0.33 odds (95% CI: 0.17-0.66) & 0.29 (95% CI: 0.13-0.62) times more in students whose mothers education status is school education, when measured by standardized whose moms no one has any professional schooling, graduation and postgraduate degrees are much higher.
- Suicidal ideation scores as per fathers educational status i.e. graduates is significant of 0.51 odds (95% CI: 0.26-0.99), times more as compared to the students whose fathers have no formal education.
- The suicidal ideation scores as per fathers occupation i.e. the students whose dads were self-employed are significant of 0.61 odds (95% CI: 0.37-0.99), times more as compared to the students whose fathers have government job.
- The suicidal ideation scores as per mothers occupation i.e. the students whose mothers are in government job are significant of 0.53 odds (95% CI: 0.28-0.99), times more as compared to the students whose mothers are home makers.

4.3.7: Respondents' drug abuse degrees

Table 4.29 substance abuse level among participants

N=1204

Levels of substance use	Number of teenagers	Number of teenagers
No	1146	95.18
Yes	58	4.82
Total	1204	100.00

The substance abuse which was considered as one of the consequences of academic stress was assessed among adolescent students by using AUDIT scale and the data presented in table 4.29 shown that 58 students i.e. 4.82% have responded YES to use of substance and 1146 i.e. 95.18% of students responded NO for substance use.

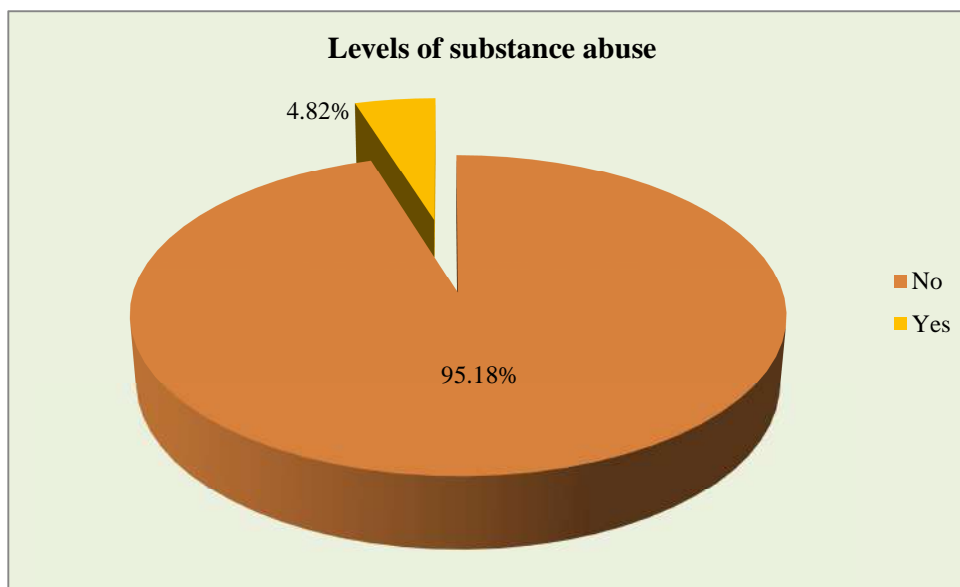


Fig 4.14: Percentage distribution of participants according their level of substance abuse

4.3.8: Connection among usage of substance level & demographic variables among participants

Table 4.30 Association between usage of substance levels and features demographic of participants N=1204

Characteristics	Levels of substance use						χ^2	p-value
	No	%	Yes	%	Total	%		
Age groups								
12-13	198	100.00	0	0.00	198	16.45	15.2830	0.0020*
14-15	487	94.38	29	5.62	516	42.86		
16-17	362	95.01	19	4.99	381	31.64		
18-19	99	90.83	10	9.17	109	9.05		
Gender								
Male	603	91.36	57	8.64	660	54.82	46.4660	0.0001*
Female	543	99.82	1	0.18	544	45.18		
Religions								
Hindu	920	94.75	51	5.25	971	80.65	2.3000	0.5120
Muslims	167	97.09	5	2.91	172	14.29		
Christians	8	100.00	0	0.00	8	0.66		
Others	51	96.23	2	3.77	53	4.40		
Grades								
8th grade	248	100.00	0	0.00	248	20.60	25.6010	0.0001*
9th grade	234	97.10	7	2.90	241	20.02		
10th grade	213	91.03	21	8.97	234	19.44		
11th grade	224	93.33	16	6.67	240	19.93		
12th grade	227	94.19	14	5.81	241	20.02		
Incomes								
Less than ₹15000	298	97.70	7	2.30	305	25.33	8.4320	0.0380*
₹15000 to ₹25000	252	92.65	20	7.35	272	22.59		
₹25000 to ₹35000	163	94.22	10	5.78	173	14.37		
Above ₹35000	433	95.37	21	4.63	454	37.71		
Mother educations								
No formal education	48	92.31	4	7.69	52	4.32	1.3410	0.7190
School education	337	95.20	17	4.80	354	29.40		
Graduate	456	95.00	24	5.00	480	39.87		
Post graduate	305	95.91	13	4.09	318	26.41		

Father educations								
No formal education	74	94.87	4	5.13	78	6.48	1.2270	0.7470
School education	405	95.97	17	4.03	422	35.05		
Graduate	427	95.10	22	4.90	449	37.29		
Post graduate	240	94.12	15	5.88	255	21.18		
Father occupations								
Government	284	94.67	16	5.33	300	24.92	1.5590	0.6690
Private	334	94.35	20	5.65	354	29.40		
Self employed	396	96.12	16	3.88	412	34.22		
Agriculture	132	95.65	6	4.35	138	11.46		
Mother occupations								
Home maker	790	95.18	40	4.82	830	68.94	20.1710	0.0001*
Government	139	95.86	6	4.14	145	12.04		
Private	132	95.65	6	4.35	138	11.46		
Self employed	76	97.44	2	2.56	78	6.48		
Agriculture	9	69.23	4	30.77	13	1.08		
Locations								
Rural	398	93.87	26	6.13	424	35.22	2.4680	0.1160
Urban	748	95.90	32	4.10	780	64.78		
Total	1146	95.18	58	4.82	1204	100.00		

*p<0.05 indicates significant association

The results shown in table 4.30 reveals that the age (i.e. 13 years), gender i.e. Male, grade (i.e. 8th grade) and mothers education (i.e. No formal education) have shown significant association with suicidal ideation scores at 0.05 level of significance and remaining demographical characteristics i.e. gender, religion, income, fathers education, fathers occupation, mothers occupation and location have no significant association with depression scores.

4.3.9: Multiple logistic regression analysis of substance use by demographic characteristics of adolescents

Table 4.31 Multiple logistic regression analysis of substance use by demographic variables of adolescents N=1204

Characteristics	Adjusted OR	95% CI for OR		P-value
		Lower	Upper	
Age groups				
12-13	Ref.			
14-15	0.53	0.13	2.13	0.3680
16-17	0.22	0.04	1.40	0.1100
18-19	0.79	0.07	8.62	0.8440
Gender				
Male	Ref.			
Female	0.01	0.00	0.07	0.0001*
Religions				
Hindu	Ref.			
Muslims	0.53	0.17	1.60	0.2570
Christians	0.00	0.00	.	0.9990
Others	1.10	0.21	5.66	0.9090
Grades				
8th grade	Ref.			
9th grade	2.21	0.50	9.73	0.2960
10th grade	23.64	4.78	117.04	0.0001*
11th grade	11.97	1.84	77.94	0.0090*
12th grade	4.14	0.41	41.68	0.2280
Incomes				
Less than ₹15000	Ref.			
₹15000 to ₹25000	0.85	0.33	2.17	0.7320
₹25000 to ₹35000	0.72	0.24	2.15	0.5530
Above ₹35000	0.44	0.15	1.25	0.1210

Mother educations				
No formal education	Ref.			
School education	0.29	0.10	0.88	0.0280*
Graduate	0.38	0.12	1.25	0.1110
Post graduate	0.33	0.09	1.24	0.1010
Father educations				
No formal education	Ref.			
School education	0.29	0.10	0.85	0.0240*
Graduate	0.56	0.18	1.72	0.3120
Post graduate	0.84	0.23	3.05	0.7880
Father occupations				
Government	Ref.			
Private	0.58	0.27	1.26	0.1700
Self employed	0.50	0.22	1.14	0.1000
Agriculture	0.25	0.08	0.84	0.0240*
Mother occupations				
Home maker	Ref.			
Government	0.58	0.21	1.61	0.2970
Private	0.45	0.16	1.25	0.1270
Self employed	0.20	0.04	1.01	0.0500*
Agriculture	15.83	2.18	115.09	0.0060*
Locations				
Rural	Ref.			
Urban	0.48	0.24	0.98	0.0450*

*p<0.05 indicates significant

Table 4.31 represents multiple logistic regression analysis of substance abuse scores by different demographic characteristics of adolescents. It reveals that,

- The gender i.e. females are significant of 0.01 odds (95% CI: 0.00-0.07) times less prone for substance use as compared to male students. The substance abuse scores as per grades of the students i.e. 10th grade students are significant of 23.64 odds (95% CI: 4.78-117.04), and 11th grade students are significant of 11.97 odds (95% CI: 1.84-77.94) times more as compared to 8th grade students significantly.
- The substance abuse scores as per mothers education is significant of i.e. 0.29 odds (95% CI: 0.10-0.88), times more compared to the students whose mothers have no formal education. The substance abuse scores as per fathers educational status i.e. school education is significant of 0.29 odds (95% CI: 0.10-0.85), times more as compared to the students whose fathers have no formal education.
- The substance abuse scores as per fathers occupation i.e. agriculture is significant of 0.25 odds (95% CI: 0.08-0.84), times more as compared to the students whose fathers have government job.
- The substance abuse scores as per mothers occupation i.e. self-employed and agriculture is significant of 0.20 odds (95% CI: 0.04-1.01) and 15.83 odds (95% CI: 2.18-115.09) times more respectively as compared to the students whose mothers are home makers.
- The substance abuse scores as per the location of students i.e. urban is significant of 0.48 odds (95% CI: 0.24-0.98) times more as compared to the students from rural location.

4.4: Section IV – Correlation between academic stress and its consequences

Table 4.32 Karl Pearson 's association approach was used to find a link among academics stress and its elements and depression ratings. =1204

Factors	Relationship among depressed levels with			
	n	r-value	t-value	p-value
Academic total stress	1204	0.3514	13.0117	0.0001*
Research from Pressure stress	1204	0.2824	10.2045	0.0001*
Load stress work study	1204	0.1698	5.9728	0.0001*
Grades stress worry	1204	0.2091	7.4138	0.0001*
Self exp stress	1204	0.3108	11.3379	0.0001*
Study despondency stress	1204	0.3333	12.2570	0.0001*
Thoughts of suicide	1204	0.3929	14.8123	0.0001*

*p<0.05

The table 4.32 shows the relationship among depression and academics tension, as well as its characteristics. It shows that,

- At the 5percentage significance levels, the figure clearly indicates a substantial and favorable association among depression symptoms and higher scores of academics pressure in teenagers (r= 0.3514, p<0.05). It signifies that as anxiousness levels rise (fall), depressive levels rise (fall) as well. In these other terms, melancholy and cognitive psychological stress are interdependent.

- Somewhere at 5percentage significance levels, there was a substantial and strong association among depression symptoms and Tension from studying, a characteristic of academics pressure in teenagers ($r=0.2824$, $p<0.05$). Everything just indicates that just as tension from studies grows (declines), melancholy ratings rise (fall). In all other respects, despair and research strain, which is a component of educational anxiety scores, are interdependent.
- At the 5 percentage significance level, there was a significantly and positively association among depressive ratings and studying increasing work strain, a characteristic of academics strain in teenagers ($r=0.1698$, $p<0.05$). It implies that when studies case load pressure grows (declines), melancholy ratings rise (fall). To put it another way, melancholy and studying increasing work distress, which is a measure of educational anxiety scores, are interdependent.
- Likewise there at 5percentage significance level, there was a strong and favourable correlation among depression symptoms and some other aspects of academic pressure, such as fear regarding grades strain ($r=0.2091$, $p<0.05$), self-experiment tension ($r=0.3108$, $p<0.05$), research despondency strain ($r=0.3333$, $p<0.05$), and suicidal behavior scores ($r=0.3929$, $p<0.05$).

Table 4.33 Karl Pearson 's association approach was used to find a link among academic stress and its components and suicidal ideation grades. N=1204

Variables	Association among suicide ideation scores with			
	n	r-value	t-value	p-value
Totally academic stress	1204	0.1851	6.5320	0.0001*
study stress from Pressure	1204	0.1375	4.8129	0.0001*
Stress load study work	1204	0.1011	3.5237	0.0004*
Grade stress worry	1204	0.1005	3.5038	0.0005*
Self exp stress	1204	0.1605	5.6369	0.0001*
Study despondency stress	1204	0.1765	6.2185	0.0001*
Depression	1204	0.3929	14.8123	0.0001*

*p<0.05

Table 4.33 reflects the relationship among academic pressure and suicidal behavior levels. There at 5percentage significance level, the data directly demonstrates that there was a substantial and positive association among suicidal behavior ratings and rating scale of academic pressure ($r=0.1851$, $p<0.05$). It indicates that when academics pressure levels rise (fall), so do suicide ideation levels. Suicide attempts & educational distress ratings, in all other circumstances, are interdependent.

Similarly the components of academic stress scores shows significant and positive correlation with suicidal ideation scores i.e. Pressure from study stress (0.1375, $p<0.05$), study work load stress (0.1011, $p<0.05$), Worry about grades stress (0.1005, $p<0.05$), Self exp stress (0.1605, $p<0.05$), Study despondency stress (0.1765, $p<0.05$) and depression scores (0.3929, $p<0.05$) of teenagers at 5% significance level.

Table 4.34 Correlation between academic performance, academic stress and its components, depression, suicide ideation with Substance use scores by Spearman’s rank correlation method N=1204

Variables	Correlation between Substance use scores with			
	n	Spearman R	t-value	p-value
Academic performance	1204	0.0155	0.5389	0.5900
Total academic stress	1204	0.0436	1.5124	0.1307
Pressure from study stress	1204	0.0462	1.6043	0.1089
study work load stress	1204	0.0001	0.0019	0.9985
Worry about grades stress	1204	0.0599	2.0822	0.0375*
Self exp stress	1204	0.0035	0.1210	0.9037
Study despondency stress	1204	0.0228	0.7919	0.4286
Depression	1204	0.0014	0.0499	0.9602
Suicide ideation	1204	0.0369	1.2798	0.2009

*p<0.05

Educational attainment, academic achievement but also its aspects, depression, and suicidal thoughts have all been linked to Substances Consumption ratings. Somewhere at 5percentage - point significance level of 0.05, the column 4.34 clearly indicates that there was a substantial positive link among Substances usage ratings and Worrying regarding academics tension (r=0.0599, p<0.05). Which suggests that as Worried regarding grade increases significantly (reduces), Drug usage scores rise (fall). In the other sense, substance misuse and anxiety regarding scores are driving significant.

CHAPTER V

DISCUSSION

The objectives of the study was to investigate the reasons or causes and consequences of stress of academics among adolescents between ages of 13 and 19 years who were enrolled in a formal education programme. The participants in the current study came from the Karnataka district of Belagavi and numbered 1204. In order to better understand the determinants of academic stress among adolescents, the chi square test multiple logistic regression analysis and stepwise linear regression analysis were used to evaluate each component individually and compare them with total academic stress scores and demographic profiles of adolescents.

Findings related to socio demographic variables of participants:

Adolescents from 13 to 19 years old were included in the study, with an average age of 15.20 years and a standard error of 1.61 years. The average age in the current latest research was tried to expand and included aged 13-19 year old pupils, providing a somewhat more extensive knowledge of the demographic information of teenagers. Previous studies assessing the demographic factors of teenagers have traditionally included but whichever tenth level or twelfth students enrolled, aged 16-18 year old pupils; nevertheless, in the original investigation, the average age was enlarged to have included aged 13-19 year old students, providing a rather more extensive understanding of the demographic variables of teenagers. Other research looked into the origins of academics tension amongst Iranian teenagers, with respondents ages ranged from aged 12 to 19 years, and the researchers concluded that the average academic strain rating was 45.7 point (95% CI 45.2, 46.3). Adolescents is

a vital phase of transition within which teenagers are especially susceptible to the pressures that occur in their surroundings. That whenever a person transitions from one phase of evolution to the next, the movement from primary to secondary school is a widely recognized transitional phase. It is a critical stage of progress and expansion whereby the body goes through several biological and physical transformations. During this time period, significant life events, behavioural and physical manifestations, and social attributions are all common occurrences.

A minimum total of 1204 pupils or kids or students were added in this sample, with 660 (or 54.82 percent) being male and 544 (or 45.18 percent) being female students. A previous study revealed that there is no difference in gender, but it was discovered that the sample size was only 250, and in contrast to that study, the researcher in the current study has taken 1204 samples, and the results have revealed that there is a changes between women and men. Another study found that, when gender differences were taken into consideration, female students reported higher levels of stress related to educational workings or performance of academics than students of male. Individuals struggled more than some other kids with course requirements, examinations, interpersonal competitiveness, and the dread of failure.⁸³ Some other research on gender differences in anxiety and depression found that female reported higher levels of anxiety than male, which was corroborated by other research. There must have been significant differences between men and women in addition to coping qualities and psychological control approaches. Females approved use of such 4 neurotic tendencies greater consistently than men, and they utilised the emotion-focused responding component more consistently than men. Many of the strategies utilised were self-distraction, psychological support, instrumental, and catharsis.⁸⁴ As per the conclusions, many other research looked at gender inequalities

in a supervised context and concluded that women were likely more susceptible to repetitive stressful experiences than men. Investigators found that female pupils indicated lower perceived anxiety than male learners, which is consistent to our findings.

The Hindu religion was practised by the vast majority of the adolescents (80.65 percent). Most of the research studies were carried out in other countries as a result, there are no comparable studies in India to compare religions. The respondents' place of residence, i.e., families of rural and urban, calculated for around 64.78 percent around 35.22 percent of the total responses, accordingly. Students' residence area plays an important role in academic stress, according to the literature review. However, the present study discovered that students' residence area, which was rural, was significantly correlated with their stress of academic scores, whereas majority of studies only considered urban schools.¹⁸

In the present study 37.71% of those who answered the survey questions came from families with an annual income of more than Rs.35000/- per month. Professor Ahawo (2009) made the observation that, in today's society, the influence of parents on their children's academic performance was extremely important.⁸⁵ Additionally, Otula (2007) provided additional support by stating that the involvement of families determines the emotional and material input, which in turn determines the level of motivation in students toward education. In accordance with the findings of these 2 investigators,⁸⁶ Omoraka (2001) observed that Children from wealthier households have specific physical and social demands that, when addressed, improve their educational attainment. As little more than a result, this has been proven that a

parents' socioeconomic condition has an influence on a child's academic potential at whatever stage of education, independent of racial or ethnic group.⁸⁷

In terms of educational attainment of the parents, the majority of mothers and fathers (39.87 percent and 37.29 percent, respectively) completed their graduate education. Student stress of educational or academics is been identified to be strongly connected to the educational status of parents, which has also been found to be associated with parental expectations about grade performance. The majority of mothers, 68.94 percent, were stay-at-home moms, while the majority of fathers, 34.22 percent, were self-employed. As per the results of an investigation conducted on the association among academic pressure and family socio - economic position, student engagement is often connected to family socioeconomic level (SES), which might resulting in both a positive or terrible academic outcomes dependent on the family's circumstances. Kid's appropriate reading ability is influenced by their children's learning surroundings, the amount of volumes they acquire, and the intensity of parenting anxiety. Parental involvement in their children's academic success and educational goals, according to other research on a similar topic, is encouraged by serving as role models of achievement and concretely defining specific objectives for the student. Children knowledge on the significance of achievement and performance is increased as a result of positive reinforcement.²⁸

According to writer of the article is Hushak (1973), Teenagers having mom and dad have bachelor's or graduate assistantships in certain fields are probably to have "personal professors" who are much more educated in one or more subjects than either of the kids' high school and college instructors. The data imply that students from just about any education level, irrespective of their families' educational levels,

have an equivalent likelihood of prospering academics after their first year since college.⁸⁸

Findings related to prevalence and determinants of academic stress among adolescents:

With regard to total academic stress mean of the sample was 49.38 (standard deviation: 13.00). According to the findings, 286 students (or 23.75 percent) reported low academic stress, 645 students (or 53.57 percent) reported average academic stress, and 273 students (or 22.67 percent) reported high academic stress. In another study, which included 600 participants, the mean stress score was 10.863, and the proportion of academic stress (both high and medium) was 64 percent.²⁰ in the study. The majority of the 9 respondents (8.18 percent) in the 110-person sample reported a high level of stress, 54 respondents (49.09 percent) reported a moderate level of stress, and the remaining 29 respondents (26.36 percent) reported a low level of stress.¹⁸ A multitude of additional studies have traditionally defined a range of aspects as it being associated for excessive stress concentrations amongst undergraduates. Challenges maintaining funds, juggling personal and intellectual life, obstacles to societal engagement, and alterations with in home situation were among the challenges mentioned.²⁸

When comprehend stressful situations, one must first comprehend the relationship among environment pressures, pupils' assessments of academic pressures, and pupils' reactions to such sources of stress. When there are insufficient resources to meet the demands of academic life, stress frequently reaches its zenith, manifesting itself in both physiological and psychological manifestations. Students have reported increased anxiety, depression, and even suicidal thoughts as a result of this increase in

stress. According to the findings of a study conducted by Kadapatti and Vijayalaxmi, academic stress is a "career-slowng factor."⁸⁹

According to the results of a stepwise linear regression analysis, the combined influence of age and mother's education on academic stress is found to be positive and statistically significant. The combined influence of the father's education and the family's income is found to be negative and statistically significant on the academic stress experienced by the students. A similar study confirmed the results of the current research, which found educational level and occupation of parents is a factor in the development of academic stress in students.¹⁹

Parents frequently generalize about excellence and success based on how their children perform in comparison to their peers. Apart from academically, increased aspirations are holding children in a multitude of settings where they would have individual ambitions, including such athletics, entertainment, and the art, to name a few. As a consequence, families continue pushing the limitations lacking consideration for their child's developmental process, psychological stress, frustration, anxiousness, and suicide. According to the findings of a study involving around 190 kids from rank around 11 to 12 from three private universities in Calcutta and three govt institutions, nearly 2/3rd of the participants expressed influence from their families to improve their academics performance.⁴⁵

Some other research looked at the association among around 1,391 teenagers and their socioeconomic status, as defined by parenting practices, and worry and stress characteristics and substances usage. Reduced academic degrees were attributed to greater teenage drug usage, decreased levels of potential treatments, and greater concentrations of lifestyle factors. The mediating studies found that, between many

things, ties to parental help, academic achievement, behavioral professionalism, adverse childhood experiences, and friends' substances usage moderate the association among educational and teenage substances usage. And according to conclusions, teenagers from lower average households were more exposed to risk measures, but then also benefitted more out of preventative variables. Stabilization was ascribed to bigger routes in the poor education category for unpleasant events through the use of colleagues' finances, according with conclusions of a numerous different study.⁹⁰

Pressure from study stress, which is a component of academic stress, is positively influenced by grades, depression, the location of residence (rural), and the education of the student's mother. The combined influence of gender and family income is found to be detrimental and statistically significant on the pressure from study stress experienced by students. Academic tension was characterised throughout this investigation as stresses induced by problems in school including such competitiveness, workloads, and classroom management. While these factors all occur in school, we discovered that familial factors such as income, parents' education, and parental pressure all have a significant impact on academic stress among adolescent students. According to the results of a survey, students who live in hostels away from home experience less academic stress than students who live in their own homes.²⁰ Additionally, according to the findings of one study, perceived support as well as the educational context predict students' stress development during adolescence.²¹

Depression and religion have a positive impact on the stress associated with the study workload. The combined influence of gender and age is found to be

negative and statistically significant on the stress caused by students' study work load. In a study that supported the findings of the current study, the results showed that a heavier workload is associated with greater perceived stress, and the intensity of home work utilized as expression of stress of academics & associated with tension into the classroom.²²

Similar to our findings, another study found that stress is more prevalent among students as a result of their hectic schedules, with students reporting stress as a result of academic factors, which can have an impact on their performances. According to our findings, the total number of credit hours earned by biomedical science undergraduate students differed significantly depending on their academic year. Similarly, the data revealed that the amount of time students spent studying over the course of a week varied significantly depending on the year they were in school.⁹¹ This is in line with another study, which found that academic stress caused by issues such as examination results, time management, and task management increased in a semester system. Because formerly indicated, there were no differences between the groups in their psychological stress, as well as first year students had the smallest course credits but again the highest average rate of exam preparation.⁹²

In this study, it was discovered that the combined influence of age and mother's education on Worry about grades stress was both positive and significant, and that the combined influence of family income on Worry about grades stress was both negative and significant in students. Researchers discovered adolescent students being marginal points experience higher stress of academics than students in better grades. The researchers also discovered that teachers and parents place a great deal of pressure on students to achieve high academic standards as well.²³

Grades, gender and mother's education on Self-expectation stress is found to be positive and significant and the father's education is found to be negative and significant on Self-expectation stress of the students. Depression, age, Suicide ideation and mother's education on Study despondency stress is found to be positive and significant and the income, grade and father's education is found to be negative and significant.

CHAPTER -VI

CONCLUSIONS

The best knowledge of author this is the primary research study to understand the determinants of academic stress and its consequences. In present study mainly the major consequences of academic stress were studied i.e. Depression, suicidal ideation and substance use in school going adolescents. Although it is not surprising that there is relationship among mental health problems and academic stress but in present study efforts has been made to understand the determinants in depth. Several individual, school related and familial factors were assessed to understand the determinants and this will help to parents and policy makers.

The relationship between academic stress and its consequences was best understood but also the interrelationship can be understood in a better way through larger sample size. Teenagers will be better able to communicate their thoughts if they are in a supporting atmosphere at school and home. As a result, there will be fewer bad incidences.

The depression and suicidal ideation is related with modifiable factors of danger and it is also suggested that modification in schools and house settings will depression risk diminishes.

The findings of the study can be utilized to develop and design a stress management programmes for the adolescent students by involving student representatives, parents, policy makers and community leaders.

Implications of study

➤ Scope for a society

The study will help to create awareness among parents and school authorities regarding various problems faced by students. These findings can be utilized by the society, organizations, different types of health institutions to help the parents and school authorities for their problem related to the academic stress and also for the promotion of mental health. Study also thrown light on the factors responsible for Depression, suicidal ideation and substance use in school going adolescents. Lessening the amount of coursework and the frequency of exams is advised in favor of active teaching and learning activities. The institution's should offer counseling services and academic support is also crucial. To provide evidence for the stress intervention programmes in preventing and promoting adolescent mental health.

➤ Scope for Nursing Practice

The findings of the present study can be uses in different aspect of the nursing profession as follows-

- According to the study's findings, academic stress and its effects on teenagers' health, problems they encounter, coping mechanisms, and other factors are crucial in preventing psychological disturbances.
- Each health professional's main responsibility is to avoid psychological issues in individuals of any age. The planning, organization, and execution of numerous types of creative awareness programmes for all groups of members of society, particularly for the vulnerable populations like the adolescent

population regarding academic stress and factors associated with its consequences.

- The findings of the present study can be utilized as a reference values for the preparation of various types of health educational programs at institutions as well as community setting by the nurses.
- As the nursing practice is based on a solid theoretical foundation, a variety of educational techniques can be used to inform community members, especially families of adolescents, about the academic and stress-related factors that affect their psychological well-being and can help them develop better study habits.

➤ **Scope for Nursing Education**

- Planning, organizing, and executing health education programmes on adolescent health, academic stress, and coping mechanisms for specific issues should be taught to nursing students as learning opportunities.
- As nursing education places more emphasis on the prevention of disease than the treatment of it, each nursing student will receive adequate training in this area. This training will cover topics such as the transition from school-age to adolescence and the difficulties adolescents face in adjusting to academic requirements.
- Findings of the study can be utilized as a teaching source material for the nursing students and other students of health professionals.

Nursing Administration

- In this world of ever-increasing stress, nursing administrators have a great responsibility to offer all nurses staff development opportunities and

programmes, as well as train them to handle adolescent problems, particularly those related to depression and suicidal ideation related to academic stress.

- Nursing administrators should play a proactive part in planning, carrying out, and giving suitable advice and counseling programmes to needy teenagers as well as coordinating personnel for training on study habits and stress-reduction methods. Also, the administrator might advise the higher authority on the necessity of such programmes in the local community.

➤ **Nursing Research**

- Today's youth, in particular, experience a high rate of psychosocial disorders, making this topic extremely important. Many disorders have their roots in not receiving proper care while they are teenagers. The prevalence of consequences-related academic stress among teenagers in local communities is estimated in part by this study.
- The results of the current study highlight the value of conducting additional research on adolescents' psychosocial wellbeing. The current study will undoubtedly help future research efforts to produce results that are similar.

Limitations of the Study

- Information was collected relying on self-report hence recall bias cannot be avoided.
- Study is conducted in small geographical area limits the generalization of the findings
- The relationship between the factors cannot be interpreted casually due to cross sectional nature of the study.

Recommendations

These are some of the conclusions that may be drawn from the results of this study:

- The findings should contribute to the development of theory in this field.
- The similar study can be done in other parts of Karnataka in a larger scale.
- To provide healthy environment in schools which will further promotes the mental health of adolescents.
- To understand the various determinants of academic stress by teachers and parents will help to promote mental health.
- The results can help policy makers and school authorities to develop and design stress management programmes for adolescents.
- A larger scale survey and prompt attempt to manage academic stress can prevent depression, suicide and other mental health problems among adolescents.

CHAPTER -VII

SUMMARY

Academic stress among adolescents between the ages of 13 to 19 who were enrolled in a formal education programme was the focus of the present research study, which sought to decide causes and consequences of stress of academics in this population. The 1204 participants in the present research study were gathered or drawn by the Karnataka district of Belagavi and represented the district's population. **Sister Callista's concepts** served as the foundation for the conceptual framework used by the investigator. The conceptual model in this research study was connected on Adaptation model of Roy, which was used in previous research. People are viewed as a bio-psycho-social adaptive system, according to Roy's adaptation model, which adapts to environmental change through a process known as adaptation to the environment. Each phase of this model is divided into four sections: Input, Process, Effectors, and Output. The first phase is the input. In order to determine the determinants and consequences of stress of academics among students in the teenager group age, an adaptation of descriptive correlation research design was used.

The data collection procedure for the main study began after getting permission from the relevant authorities of the chosen educational institution in Belagavi. The results of the main study were published in reputed journals. The investigator personally collected the information and assured the subjects that their responses would remain confidential.

Major findings of the study:

Findings related to Demographic profiles of adolescent students

- The sample included or consisted of teenagers ranging in aged from 13 - 19 years, with a mean age of around 15.20 years and a standard deviation of 1.61 years.
- Male students constituted 54.82 percent of the total N=1204 students in this sample, while female students constituted 45.18 percent of the total N=1204.
- The Hindu religion was practised by the vast majority of the adolescents (80.65 percent).
- The respondents' place of residence, which included both rural and urban families, calculated for 64.78 percent and 35.22 percent totally.
- The vast majority of respondents (37.71 percent) belonged to families with an annual income of more than Rs.35000/- per month.
- Concerning the educational attainment of the parents', the majority of mothers and fathers (39.87 percent and 37.29 percent, respectively) completed their graduate education.
- The majority of mothers, 68.94 percent, were stay-at-home mothers, and the majority of fathers, 34.22 percent, were self-employed.
- With due regard to grades of the students 240 students were selected from each grade.

Findings related to prevalence and determinants of adolescent students academic

stress With regard to total academic stress, the mean of the sample was 49.38 (standard deviation = 13.00).

- Following the analysis, it was discovered that 286 (23.75%), 645 (53.57%), and 273 (22.67%) students reported lower, average, and higher levels of academic stress, respectively, according to the results of the survey.
- According to the results of a stepwise linear regression analysis, the combined influence of depression, age, mother's education, and suicidal ideation on academic stress is found to be positive and significant in nature.
- Influence of mother's and father's combined the students' academic stress is found to be negatively and significantly influenced by their family's education and income.
- High levels of pressure from study stress, which is a component of academic stress, are positively influenced by factors such as grades, depression, geographic location, and the education of one's mother. On the students' pressure from study stress, it is discovered that the combined influence of gender and family income is negative and statistically significant.
- Depression and religion both have a positive impact on the stress associated with the study workload. On the stress associated with study work load, it is discovered that the combined influence of gender and age is negative and significant.
- Influence of age, depression, and other factors on the influence of mother's education and substance abuse. It has been discovered that students' worry about grades stress is both positive and significant, and that the students' family's income is both negative and significant on their student's worry about grades stress.
- When it comes to self-expectation stress, students' depression, grade point averages, gender, and mothers' education have all been found to be positive and significant, while the students' fathers' education has been found to be negative and significant.

- Depression, age, suicidal ideation, and mother's education are all found to be positively and significantly associated with study despondency stress, whereas income, grade, and father's education are found to be negatively and significantly associated with study despondency stress.

Consequence of stress of academics between adolescents students associated with outcome

Kutcher's depression scale for adolescents was used to evaluate the seriousness of depression in the participants. The findings revealed that 381 students (or 31.64 percent) have mild depression, 625 students (or 51.91 percent) have moderate depression, and 198 students (or 16.45 percent) have severe depression, respectively.

Multiple logistic regression analysis of depression scores by different demographic characteristics of adolescents shows that :

- Comparing students aged 14-15 years to those aged 13 years, there is a significant increase in odds of 1.68 (95% confidence interval: 1.01-2.82).
- When comparing male and female students, it is found that female students have a 0.64 odds of depression (95 percent confidence interval: 0.48-0.85).
- Therefore, female students are 0.64 times more likely than male students to suffer from depression.
- In accordance with their grade point averages, the students' depression scores were 2.28 odds (95 percent confidence interval: 1.36-3.81), 1.91 odds (95 percent confidence interval: 1.09-3.34), 1.60 (95 percent confidence interval: 0.75-3.43) and 2.50 odds (95 percent confidence interval: 1.09-3.43). (95 percent CI: 1.02-

6.11) Students in the ninth, tenth, eleventh, and twelfth grades, respectively, suffer from significantly more depression than students in the eighth grade.

- The family income is significant, with an odds ratio of 0.30 (95 percent confidence interval: 0.18-0.49), indicating that depression is three times more common in students from families earning more than Rs.35000 per year than in students earning less than Rs.15000.
- It is statistically significant that the mother's educational status is school education as opposed to no formal education (95 percent confidence interval: 0.98-3.74), i.e. times more likely that the mother's educational status is school education than that of the student.
- Students whose mothers work in government, private, self-employment, and agriculture have significantly higher depression scores than students whose mothers work as homemakers, with odds ratios of 2.08 (95 percent confidence interval: 1.26-3.45), 1.81 (95% confidence interval: 1.11-2.95), 1.48 (95 percent confidence interval: 0.80-2.73), and 0.17 (95% confidence interval: 0.05-0.62) times greater depression scores.
- According to the results, 1021 students (or 84.80 percent) answered No to the question about ideation of suicide, while 183 students (or 15.20 percent) answered Yes to the question about suicidal ideation.

The multiple logistic regression analysis of ideation of suicide ideation scores by different features of demographic of adolescents shows that:

- When comparing female and male students, it is identified that female learning kids have 0.70 odds (95 percent confidence interval: 0.49-0.99) times more suicidal ideation than male students.

- When the suicidal ideation scores are broken down by grade level, for example, 10th grade students are 3.82 times more likely than 8th grade students to have suicidal ideation (95 percent confidence interval: 1.73-8.45), indicating that they have suicidal ideation.
- Students whose parents having school education, graduate education, and postgraduate education have significantly higher suicidal ideation scores than students with no formal education, with 0.26 odds (95 percent confidence interval: 0.14-0.49), 0.33 odds (95 percent confidence interval: 0.17-0.66), and 0.29 odds (95 percent confidence interval: 0.13-0.62) times higher suicidal ideation scores than students with no formal education.
- Suicidal ideation scores are significantly higher in students whose fathers have graduated from high school or college (95 percent confidence interval: 0.26-0.99) than in students whose fathers do not have a formal education (95 percent confidence interval: 0.26-0.99).
- Students whose fathers are self-employed have significantly higher suicidal ideation scores than students whose fathers work for the government, with 0.61 odds (95 percent confidence interval: 0.37-0.99) times higher suicidal ideation scores than students whose fathers work for the government.
- The correlation between suicidal ideation scores and mother's occupation is significant, with students whose mothers work in government jobs having 0.53 odds (95 percent confidence interval: 0.28-0.99) times more suicidal ideation scores than students whose mothers are homemakers.
- According to the findings related to substance use among adolescent students, 58 students, or 4.82 percent, indicated that they had used a substance, while 1146 students, or 95.18 percent, indicated that they had not used a substance.

The multiple logistic regression analysis of substance abuse scores by different demographic characteristics of adolescents:

- Students' substance abuse scores differ according to their grade level, with 10th grade students having a significant 23.64 odds (95 percent confidence interval: 4.78-117.04) and 11th grade students having a significant 11.97 odds (95 percent confidence interval: 1.84-77.94) times greater likelihood of substance abuse than 8th grade students.
- When comparing students whose mothers have no formal education to those whose mothers do, there is a statistically significant difference in substance abuse scores, with 0.29 odds (95 percent confidence interval: 0.10-0.88) times more substance abuse.
- When comparing students whose fathers have no formal education to those whose fathers do have formal education, the odds of substance abuse are 0.29 odds (95 percent confidence interval: 0.10-0.85) times higher for those whose fathers do have formal education.
- When comparing students whose fathers work in the government with those whose fathers work in agriculture, the students whose fathers work in agriculture have 0.25 odds (95 percent confidence interval: 0.08-0.84) times higher substance abuse scores.
- When comparing students whose mothers are homemakers to students whose mothers are self-employed or in the agricultural industry, the students whose mothers are self-employed or in the agricultural industry have significantly higher substance abuse scores by 0.20 odds (95 percent confidence interval: 0.04-1.01) and 15.83 odds (95 percent confidence interval: 2.18-115.09) times.

- When comparing students from urban and rural locations, the scores on substance abuse are 0.48 odds (95 percent confidence interval: 0.24-0.98) times higher for students from urban than for students from rural locations.

Observations concerning the relationship of educational anxiousness and its repercussions

- At the 0.05 level of significance, a statistically significant and positive association was found among depression scores and total scores of stress of academics in adolescents ($r= 0.3514$, $p<0.05$).
- At the 0.05 level of significance, a statistically significant and positive correlation was found between suicidal ideation scores and total scores of academic stress ($r=0.1851$, $p<0.05$).
- When using the 0.05 level of significance, a statistically significant and positive correlation was found among Substance Use ratings and Worry about grades stress ($r=0.0599$, $p<0.05$) among the participants. It follows that the scores on the Substance Abuse Inventory will rise.

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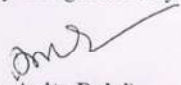
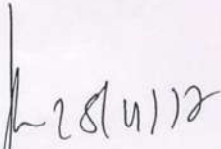
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ANNEXURE I: ETHICAL CLEARANCE LETTER

 <p>KLE UNIVERSITY EMPOWERING PROFESSIONALS</p>	<p>KLE UNIVERSITY (Formerly known as KLE Academy of Higher Education & Research, Belagavi) [Declared as Deemed-to-be-University in s.3 of the UGC Act, 1956 vide Government of India Notification No.F.9-19/2000-U.3(A)] Accredited 'A' Grade by NAAC (2nd Cycle) Placed in Category 'A' by MHRD (Gol) Office of the Director, Academic Affairs JNMU Campus, Nehru Nagar, Belagavi-590 010, Karnataka State, India ☎: 0831-2444444/2493779 FAX: 0831-2493777 Web: http://www.kleuniversity.edu.in E-mail: diracademic@kleuniversity.edu.in</p>
Ref.No.KLEU/EC/17-18/D- 31	26 th April 2017
<p>To, Mr. Veereshkumar S. Nandagaon Part Time Research Scholar, 2016-17 batch, Faculty of Nursing, Institute of Nursing Sciences, Belagavi</p>	
<p>Dear Research Scholar,</p> <p style="text-align: center;">Sub:- Regarding Ethical Clearance.</p>	
<p>The KLE University Ethics Committee on Human Subjects for Ph. D Research Project met on 22nd March 2017 to consider your application for approval of the research project "Determinants and consequences of academic stress among school going adolescents (13-19 years)."</p>	
<p>As there are no ethical issues involved in your proposed research project, the committee has provided approval for this research project.</p>	
<p>You are requested to report to Ethical Committee in case of the following:</p>	
<ol style="list-style-type: none"> 1. Any deviation from or change of the protocol. 2. All serious adverse events. 3. Any changes in study documents. 	
 <p>(Dr. Anita Dalal) Member Secretary, Ph.D. Ethical Committee(Human), K.L.E. University, Belagavi.</p>	 <p>(Dr. Anil Hogade) Chairman Ph.D. Ethical Committee(Human), K.L.E. University, Belagavi. (Dr. Anil Hogade)</p>
<p>CC to: - The Director Academic Affairs, KLE University, Belagavi. - The Director Research Foundation, KLE University, Belagavi. - The Registrar, KLE University, Belagavi</p>	

ANNEXURE II: CONSENT FORM

CONSENT FORM

Determinants and consequences of academic stress among school going adolescents
(13 to 19 years)

Research Scholar: Mr. Veereshkumar S. Nandagaon

Supervisor: Prof (Dr.) Sudha A. Raddi

Introduction:

This study is done to identify the determinants of academic stress like Pressure from study (Parental pressure, peer competition, expectations of teachers) Workload (Homework, examination stress) Worry about grades, Self expectation, and Study despondency (lack of confidence and concentration). The study is also done to assess the consequences of academic stress like Depression, Substance abuse and suicidal ideations.

Explanation of the procedure:

In this study your child will have to answer some prepared questions which will help us to understand the determinants of academic stress and standardized questionnaires will be used to assess the consequences of academic stress in them.

Possible Benefits:

Academic stress may leads to many serious consequences which can be prevented by understanding the determinants and also addressing the consequences of

academic stress may help to have less stressful and possibly more fulfilling school carrier.

Risks:

The study does not involve any interventions hence the participation in this study will not cause any harmful effect on health

Confidentiality:

Your child’s identity will not be revealed and the information collected will be coded.

Withdrawal:

Participation in study is voluntary. If you don’t wish that your child should participate in the study you can refuse, which will not impact the child in relation to school matters.

Cost of participation:

The cost of the study will be borne by the researcher. There will be no additional cost to you for participating in this study.

Child Assent

In this research study you will have to answer some prepared questions related to your social, demographical aspects, reasons for academic stress and effect of academic stress on you. The time taken to answer these questions will be 30 to 45 minutes. It is your choice that you can stop participating in the study at any time.

Questions: If you have any questions related to this study you can contact:

Mr. Veereshkumar S. Nandagaon

Assistant Professor,

Dept. of Mental Health Nursing

KLEU's Institute of Nursing Sciences,

Nehru Nagar, Belagavi-590010

Mobile No – 9844971345

Email id- veereshnandagaon@yahoo.co.in

OR

Prof (Dr.) Sudha A. Raddi

Dean & Principal

KLEU's Institute of Nursing Sciences,

Nehru Nagar, Belagavi-590010

Mobile No – 9448354712

Legal rights:

By signing this consent form you are not waiving any of your legal rights.

Publication right:

The results of the study will be used for publication however the identity of the participants will be kept confidential.

INFORMED CONSENT STATEMENT

“I Volunteer and consent for my child’s participation in this study. I have read the content or it has been read to me in the languages i can understand and the study has been fully explained to me I may ask any questions at any time”.

1. Signature of the (subject Parent)

And Name:

Phone No:

2. Signature of the investigator (Person obtaining consent)

And Name:

Date: Place:

3. Signature of the witness:

And Name:

Date: Place:

ಸಮ್ಮತಿ ಪತ್ರ

“ಹದಿ ಹರೆಯದ ವಿಧ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಒತ್ತಡದ ಕಾರಣಗಳು ಮತ್ತು ಅದರ ಮಾನಸಿಕ ದುಷ್ಪರಿಣಾಮಗಳು”

ಸಂಶೋಧಕರ ಹೆಸರು : ವೀರೇಶ್‌ಕುಮಾರ್ ನಂದಗಾವ್ ಮಾರ್ಗದರ್ಶಕರು : ಡಾ. ಸುಧಾ ರೆಡ್ಡಿ.

ಸಂಶೋಧನೆಯ ಪರಿಚಯ :

ಇದು ಒಂದು ಪಿ.ಎಚ್.ಡಿ ಸಂಶೋಧನೆ. ನಿಮ್ಮ ಮಗನನ್ನು ಅಥವಾ ಮಗಳನ್ನು ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ಪಾಲ್ಗೊಳ್ಳಲು ನಿಮ್ಮ ಪರವಾನಗಿಯನ್ನು ಕೇಳುತ್ತಿದ್ದೇವೆ. ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ಹದಿ ಹರೆಯದ ವಿಧ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಒತ್ತಡದ ಕಾರಣಗಳು ಮತ್ತು ಅದರ ಮಾನಸಿಕ ದುಷ್ಪರಿಣಾಮಗಳ ಬಗ್ಗೆ ಸಂಶೋಧನೆಯನ್ನು ಮಾಡಲಿದ್ದೇವೆ.

ಪ್ರಕ್ರಿಯೆಯ ವಿವರಗಳು:

ಈ ಸಂಶೋಧನೆಗಾಗಿ ನಾವು ವಿದ್ಯಾರ್ಥಿಗಳಿಗಾಗಿ ಹಲವಾರು ಪ್ರಶ್ನಾವಳಿಗಳನ್ನು ಸಿದ್ಧಪಡಿಸಿದ್ದು ಈ ಮೂಲಕ ಶೈಕ್ಷಣಿಕ ಒತ್ತಡದ ಕಾರಣಗಳು ಹಾಗೂ ದುಷ್ಪರಿಣಾಮಗಳ ಬಗ್ಗೆ ಮಾಹಿತಿ ಪಡೆಯಲಿದ್ದೇವೆ. ಈ ಪ್ರಕ್ರಿಯೆಗಾಗಿ ನಾವು ನಿಮ್ಮ ಮಗುವಿನೊಂದಿಗೆ 20 ರಿಂದ 30 ನಿಮಿಷಗಳವರೆಗೆ ಚರ್ಚೆ ಮಾಡಿ ಮಾಹಿತಿ ಪಡೆದುಕೊಳ್ಳಲಿದ್ದೇವೆ.

ಈ ಪೂರ್ಣ ಪ್ರಕ್ರಿಯೆಯು ನೋವುರಹಿತವಾಗಿರುವುದು. ನೀವು ಅನುಮತಿ ಕೊಟ್ಟು ನಿಮ್ಮ ಮಗನು ಅಥವಾ ಮಗಳು ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ಭಾಗವಹಿಸಲು ಸಮ್ಮತಿ ಕೊಟ್ಟಲ್ಲಿ ನಿಮ್ಮ ಮಗನನ್ನು ಅಥವಾ ಮಗಳನ್ನು ಸಂಶೋಧನೆಯಲ್ಲಿ ಸೇರಿಸಲಾಗುವುದು. ಯಾವುದೇ ಸಮಯದಲ್ಲಿ ನಿಮಗೆ ಅಥವಾ ನಿಮ್ಮ ಮಗನಿಗೆ ಅಥವಾ ಮಗಳಿಗೆ ಈ ಸಂಶೋಧನೆಯ ಯಾವ ಹಂತದಲ್ಲಾದರೂ ಬಿಡಬೇಕೆನಿಸಿದ್ದಲ್ಲಿ ಸ್ವತಂತ್ರವಾಗಿ ಯಾವ ಹಂತದಲ್ಲಾದರೂ ಬಿಡಬಹುದು.

ಅಪಾಯ :

ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ಯಾವುದೇ ರೀತಿಯ ದೈಹಿಕ ಹಾಗೂ ಮಾನಸಿಕ ಹಸ್ತಕ್ಷೇಪ ಇರುವುದಿಲ್ಲ ಆದ್ದರಿಂದ ಈ ಸಂಶೋಧನೆಯು ಅಪಾಯರಹಿತವಾಗಿದೆ

ಆಗಬಹುದಾದ ಲಾಭಗಳು:

ಶೈಕ್ಷಣಿಕ ಒತ್ತಡದಿಂದ ಉಂಟಾಗುವ ಗಂಭೀರ ಪರಿಣಾಮಗಳನ್ನು ನಿವಾರಿಸುವಲ್ಲಿ ಈ ಸಂಶೋಧನೆ ನೆರವಾಗಲಿದೆ. ಇದರೊಂದಿಗೆ ಶಾಲಾ ವಿಧ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಉಂಟಾಗುವ ಶೈಕ್ಷಣಿಕ ಒತ್ತಡವನ್ನು ನಿಯಂತ್ರಿಸುವ ಮೂಲಕ ಒತ್ತಡ ರಹಿತವಾಗಿ ಹಾಗೂ ಸಫಲವಾಗಿ ತಮ್ಮ ಶಾಲಾ ಶಿಕ್ಷಣವನ್ನು ಪೂರೈಸಬಹುದಾಗಿದೆ.

ಮಾಹಿತಿ ಗೌಪ್ಯತೆ :

ನಿಮ್ಮ ಮಗನು ಅಥವಾ ಮಗಳ ಬಗ್ಗೆ ಗುರುತು ಹಾಗೂ ಎಲ್ಲಾ ಮಾಹಿತಿ/ವಿವರಗಳನ್ನು ಗೌಪ್ಯವಾಗಿ ಇಡಲಾಗುವುದು.

ಹಂತೆಗೆಯುವಿಕೆ :

ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ಭಾಗವಹಿಸುವುದು ಪೂರ್ಣವಾಗಿ ಸ್ವ ಇಚ್ಛೆಯಿಂದ, ನೀವು ಭಾಗವಹಿಸಲು ಇಚ್ಛಿಸದೆ ಇದ್ದರೆ ನಿಮ್ಮ ಮಗನು ಅಥವಾ ಮಗಳಿಗೆ ಶಾಲೆಯ ವಿಷಯದಲ್ಲಿ ಯಾವುದೇ ತರಹದ ಪರಿಣಾಮ ಬೀರುವುದಿಲ್ಲ.

ಭಾಗವಹಿಸುವ ಖರ್ಚು :

ಈ ಸಂಶೋಧನೆಯ ಖರ್ಚು-ವೆಚ್ಚುಗಳನ್ನು ಸಂಶೋಧನೆಯ ಶೋಧಕನು ವಹಿಸಿಕೊಳ್ಳುತ್ತಾನೆ.

ಮಗುವಿನ ಮಾಹಿತಿಗಾಗಿ :

ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ನಿನು ಭಾಗವಹಿಸಲು ಇಚ್ಛಿಸಿದ್ದರೆ ಮಾತ್ರ ನಿನಗೆ ಸೇರಿಸಲಾಗುವುದು. ಶೈಕ್ಷಣಿಕ ಒತ್ತಡದ ಕಾರಣಗಳು ಹಾಗೂ ದುಷ್ಟರಿಣಮಗಳ ಬಗ್ಗೆ ನಿನ್ನ ಅನಿಸಿಕೆಗಳನ್ನು ಸಿದ್ಧಪಡಿಸಿದ ಪ್ರಶ್ನೆಗಳ ಮೂಲಕ ಪಡೆಯಲಾಗುವುದು. ಈ ಎಲ್ಲ ಪ್ರಕ್ರಿಯೆಯು ಪೂರ್ಣವಾಗಿ ನೋವುರಹಿತವಾಗಿರುವುದು. ಈ ಸಂಶೋಧನೆಯ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ನಿನಗೆ ಯಾವ ಹಂತದಲ್ಲಾದರೂ ಭಾಗವಹಿಸುವಿಕೆ ಬೇಡ ಎನಿಸಿದ್ದಲ್ಲಿ ನೀನು ಬಿಡಲು ಸ್ವತಂತ್ರವಾಗಿರುತ್ತಿ.

ವಿವರಗಳಿಗಾಗಿ :

ನಿಮಗೆ ಈ ಸಂಶೋಧನೆಯ ಬಗ್ಗೆ ಏನಾದರೂ ವಿವರಗಳು ಬೇಕಾದಲ್ಲಿ ಈ ಕೆಳಗೆ ತಿಳಿಸಿದ ಸಂಶೋಧಕರನ್ನು ಸಂಪರ್ಕಿಸಬಹುದು.

ವೀರೇಶ್‌ಕುಮಾರ್ ನಂದಗಾಂವ್

ಸಹ ಉಪನ್ಯಾಸಕರು,
ಕೆ.ಎಲ್.ಇ. ಶೂಶ್ರಷ ಮಹಾವಿದ್ಯಾಲಯ,
ಬೆಳಗಾವಿ-590 010
ಮೊಬೈಲ್ ಸಂಖ್ಯೆ: 9844971345

ಅಥವಾ

ಡಾ. ಸುಧಾ ರೆಡ್ಡಿ,
ಡೀನ್ ಮತ್ತು ಪ್ರಾಂಶುಪಾಲರು,
ಕೆ.ಎಲ್.ಇ. ಶೂಶ್ರಷ ಮಹಾವಿದ್ಯಾಲಯ,
ಬೆಳಗಾವಿ-590 010.

ಮೊಬೈಲ್ ಸಂಖ್ಯೆ: 9448354712

ಕಾನೂನಿನ ಹಕ್ಕುಗಳು :

ಈ ಸಮ್ಮತಿ ಪತ್ರ ಸಹಿ ಮಾಡುವುದರಿಂದ ನೀವು ಯಾವುದೇ ಕಾನೂನಿನ ಹಕ್ಕುಗಳಿಂದ ವಂಚಿತರಾಗುವುದಿಲ್ಲ.

ಪ್ರಕಟಣೆ ಹಕ್ಕುಗಳು :

ಈ ಸಂಶೋಧನೆಯ ಪರಿಣಾಮವನ್ನು ಪ್ರಕಟಿಸಲಾಗುವುದು. ಆದರೆ ಭಾಗವಹಿಸಿದ ಮಕ್ಕಳ ಗುರುತನ್ನು ಗುಪ್ತವಾಗಿಡಲಾಗುವುದು.

ಮಾಹಿತಿಯುಕ್ತ / ತಿಳುವಳಿಕೆಯುಕ್ತ ಸಮ್ಮತಿ ಪತ್ರ

ನಾನು ಸ್ವ-ಇಚ್ಛೆಯಿಂದ ನನ್ನ ಮಗನ್ನನ್ನು/ಮಗಳನ್ನು ಈ ಸಂಶೋಧನೆಯಲ್ಲಿ ಭಾಗವಹಿಸಲು ಸಮ್ಮತಿಸುತ್ತೇನೆ. ನಾನು ಈ ಮೇಲೆ ಕೊಟ್ಟ ಮಾಹಿತಿ ಓದಿದ್ದೇನೆ. ಅಥವಾ ಈ ಮಾಹಿತಿಯನ್ನು ನನಗೆ ತಿಳಿಯುವಂತಹ ಭಾಷೆಯಲ್ಲಿ ಓದಿ ತಿಳಿಸಲಾಗಿದೆ. ಈ ಸಂಶೋಧನೆಯ ಕುರಿತ ಸಂಪೂರ್ಣ ಮಾಹಿತಿ ನನಗೆ ತಿಳಿಸಲಾಗಿದೆ ಮತ್ತು ನಾನು ಈ ವಿಷಯಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸಂಬಂಧಪಟ್ಟ ಪ್ರಶ್ನೆಗಳನ್ನು ಯಾವ ಸಮಯಕ್ಕೆ ಬೇಕಾದರೂ ಕೇಳಬಹುದು.

1. ಪಾಲಕರ ಸಹಿ _____

ಮತ್ತು ಹೆಸರು _____

ಫೋನ್ ನಂ _____

2. ಸಂಶೋಧಕನ ಸಹಿ _____

ಮತ್ತು ಹೆಸರು _____

ತಾರೀಖು _____

ಸ್ಥಳ : _____

3. ಸಾಕ್ಷಿಯ ಸಹಿ _____

ಮತ್ತು ಹೆಸರು _____

ತಾರೀಖು _____

ಸ್ಥಳ : _____

सम्मती पत्र

शीर्षक: शाळेमध्ये जाणाऱ्या किशोरवयीन विद्यार्थ्यांमध्ये (वयोगट-१३ ते १९ वर्ष)

शैक्षणिक तनाव व त्यांची कारणे त्यामुळे होणारे दुष्परिणाम .

संशोधकाचे नांव : श्री. विरेशकुमार नंदगांव, सहउपन्यासक, के.एल.इ नर्सिंग महाविद्यालय बेळगावी

मार्गदर्शक: डॉ. सुधा रड्डी, प्राचार्या, के.एल.इ नर्सिंग महाविद्यालय बेळगावी

सहभागी आमंत्रण

आम्ही शाळेमध्ये जाणाऱ्या किशोरवयीन विद्यार्थ्यांमध्ये (वयोगट-१३ ते १९ वर्ष)

शैक्षणिक तनाव व त्यांची कारणे त्यामुळे होणारे दुष्परिणाम या वरती संशोधन करणार आहे. त्याकरिता आम्ही या संशोधनामध्ये तुमच्या अपत्याला स्वइच्छेने सहभाग घेण्यासाठी आमंत्रित करित आहोत. या संशोधनामध्ये संशोधक तुम्हाला हा अभ्यासक्रम समजावून सांगतील व तुमच्या सर्व शंका व प्रश्नांची उत्तरे देतील. तुम्ही या संशोधनामध्ये भाग घेण्यापूर्वी खालील सर्व माहिती वाचून याव नंतर सहभागी व्हा. संशोधकाला तुम्ही हे पत्रक नीट वाचून दाखवा असे सांगू शकता .

प्रयोगाची पद्धती :

या संशोधनामध्ये आपल्या मुलाला किंवा मुलीला शैक्षणिक तनाव व त्यांची कारणे त्यामुळे होणारे दुष्परिणाम या बदल काही साधारण प्रश्न विचारण्यात येतील त्यांची उत्तरे तुम्ही तुमच्या माहिती प्रमाणे द्यावीत ही विनंती. या संशोधनामध्ये सर्वसाधारण पणे करण्यात येणाऱ्या सर्व चाचण्यांची संपूर्ण माहिती तुम्हाला देण्यात येईल. त्यानंतर तुमची वैयक्तिक माहिती घेण्यात येईल. या संशोधनामध्ये कोणतेही वाईट परिणाम तुमच्या अपत्यावर होणार नाही याची आम्ही हवी देतो.

या संशोधनामध्ये माहिती घेण्याकरिता आम्ही प्रामाणिक प्रश्नावली वापरणार आहोत. विद्यार्थ्यांमध्ये असलेला शैक्षिक तनाव, खिन्नता, आत्महत्याचा विचार आणि मादक पदार्थांचा वापर या बदल मोजमापं करण्यात येईल.

संशोधनामध्ये कोण सहभागी होऊ शकतो?

जर तुमच्या अपत्याचे वय १३ ते १९ वर्ष वयोगट मध्ये येत असेल तर तुम्ही या संशोधनामध्ये सहभागी होऊ शकता .

संशोधनामध्ये सहभागी होण्याचे फायदे:

शैक्षणिक तणावामधून होणाऱ्या गंभीर समस्या सोडविण्यासाठी हे संशोधन उपयुक्त ठरणार आहे . याच बरोबर किशोरवयीन विद्यार्थ्यांमध्ये होणारे शैक्षणिक तणावावर नियंत्रण आणून तणावमुक्त शिक्षण घेण्यासाठी हे संशोधन उपयुक्त ठरणार आहे .

संशोधनामध्ये सहभागी होण्याचे तोटे :

या संशोधनामध्ये तुम्हाला आणि तुमच्या अपत्याला कोणत्याही प्रकारची जबाबदारी किंवा हानी नाही.

संशोधनामध्ये स्वईच्छा सहभाग :

या संशोधनामध्ये भाग घ्यावा किंवा नाही हे तुमच्या वैयक्तिक इच्छेवरती आधारित आहे . तुम्हाला जेव्हा वाटेल तेव्हा तुम्ही या संशोधनातून माघार घेऊ शकता. तुम्हाला कोणतीही जबरदस्ती किंवा बंधन नाही.

गुप्तता :

तुमच्याकडून मिळालेली संपूर्ण माहिती गुप्त ठेवण्यात येईल. तुमची ओळख नियमाप्रमाणे कोड करण्यात येईल आणि कोणालाही तुमच्या परवानगी शिवाय दाखविण्यात येणार नाही .

आर्थिक भांडवल :

या संशोधनासाठी लागणार सर्व खर्च संशोधक करतील. तुम्हाला कोणताही खर्च करावा लागणार नाही.

मुलाची किंवा मुलाचे मान्यता:

या संशोधनामध्ये, शाळेच्या वेळेमध्ये तुम्हाला काही वैयक्तिक आणि शैक्षणिक तनाव या बदल काही समाधान प्रश्न विचारण्यात येतील. त्याची उत्तरे तुम्ही तुमच्या माहिती प्रमाणे द्यावीत ही विनंती. या संशोधनामध्ये तुमचा सहभाग हा पूर्णपणे तुमच्या इच्छेनुसार करण्यात येईल आणि संशोधक तुम्हाला तुम्हाला भाग घेण्यासाठी कोणत्याही प्रकारची सक्ती करणार नाही .

संपर्क :

तुम्हाला कोणत्याही प्रकारची माहिती किंवा प्रश्न विचारायचे असतील तर तुम्ही खाली दिलेल्या पत्त्यावरती किंवा फोनवरती कधीही संपर्क करू शकता .

१. श्री. विरेशकुमार नंदगांव, सहउपन्यासक, के.एल.इ नर्सिंग महाविद्यालय बेळगावी

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नियम/अधिकार:

या संशोधनामध्ये सहभागी झाल्यानंतर किंवा झाल्याशिवाय तुमच्या कोणत्याही प्रकारच्या अधिकारांना हानी होणार नाही.

प्रकाशनाचे अधिकार:

या संशोधनाचा वापर वैद्यकीय संस्थेमध्ये शिकविण्यासाठी आणि वैद्यकीय पुस्तकांमध्ये प्रकाशित करण्यात येईल. तुमची वैयक्तिक माहिती गुप्त ठेवण्यात येईल याची आम्ही पूर्व हमी देतो .

मान्यता पत्रक

मी सहभागी लिहून देतो कि माझ्या अपत्याला या संशोधनामध्ये सहभागी करून घेण्यात यावे. संशोधकांनी या संशोधनाची संपूर्ण माहिती आम्हाला सोप्या भाषेत समजावून सांगितली आहे . आम्हाला या संशोधन मधील परिणाम व दुष्परिणाम सर्व नीट समजले आहे. त्या मुळे मी आणि माझे अपत्य स्वइच्छेने या संशोधनामध्ये सहभागी होत आहे आणि आमच्या समावेश करण्यात यावा.

१ . पालक : हस्ताक्षर / अंगठा

नांव:

फोन:

२. संशोधक: हस्ताक्षर

नांव :

फोन:

३. साक्षी: हस्ताक्षर / अंगठा

नांव:

फोन:

ANNEXURE III: PROFORMA

Title of the study: “Determinants and consequences of academic stress among school going adolescents (13-19 Years)”

Section A: Socio Demographic Information

SL.NO	VARIABLES WITH OPTIONS	RESPONSE
01	Name	
02	Age	
03	Gender	1. Male 2. Female
04	Religion	1. Hindu 2. Muslim 3. Christian 4. Others
05	Class (VIII to XII)	
06	Family income (Per Month)	1. Less than 15000 2. 15000 to 25000 3. 25000 to 35000 4. Above 35000
07	Educational status of mother Educational status of father	1. No formal education 2. School education 3. Graduate 4. Post graduate
08	Fathers occupation Mothers occupation	1. Govt.Job 2. Private Job 3. Self employed 4. Agriculture
09	Family location	1. Rural 2. Urban
10	Academic performance in last 12 months	1. Poor 2. Average 3. Good 4. Very good

Section B: Educational Stress Scale for Adolescents to assess academic stress

SL. NO	Factors and Statements	Strongly disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree
01	<p>Pressure from study</p> <p>My parents care about my academic grades too much which brings me a lot of pressure I feel a lot of pressure in my daily studying There is too much competition among classmates which brings me a lot of academic pressure Future education and employment bring me a lot of academic pressure</p>					
02	<p>Study workload</p> <p>I feel that there is too much school work I feel there is too much homework I feel that there are too many tests /exams in the school</p>					
03	<p>Worry about grades</p> <p>Academic grade is very important to my future and even can determine my whole life I feel that I have disappointed my parents when my test/exam results are poor I feel that I have disappointed my teacher when my test/exam results are not ideal</p>					
04	<p>Self-expectation stress</p> <p>I feel stressed when I do not live up to my own Standards. When I fail to live up to my own expectations, I feel I am not good enough. I usually cannot sleep because of worry when I cannot meet the goals I set for myself</p>					
05	<p>Study despondency</p> <p>I am very dissatisfied with my academic grades I always lack confidence with my academic scores It is very difficult for me to concentrate during classes</p>					

Section C: Assessment of Depression, Suicidal Ideation and Substance Abuse
among Adolescents

For assessing Depression and suicidal ideation:

6-ITEM Kutcher Adolescent Dépression Scale : KADS-6

The Kutcher Adolescent Depression Scale (KADS) is a **self-report** scale specifically designed to diagnosis and assesses the severity of adolescent depression. The scale also included a question on suicidal ideation which helps to assess the suicidal behavior among the students (**Thoughts, plans or actions about suicide or self-harm**).

SL. NO	Statements	Hardly Ever 0	Much of The Time 1	Most of The Time 2	All of The Time 3
01	Low mood, sadness, feeling blah or down, depressed, just can't be bothered				
02	Feelings of worthlessness, hopelessness, letting people down, not being a good person.				
03	Feeling tired, feeling fatigued, low in energy, hard to get motivated, have to push to get things done, want to rest or lie down a lot.				
04	Feeling that life is not very much fun, not feeling good when usually (before getting sick) would feel good, not getting as much pleasure from fun things as usual (before getting sick).				
05	Feeling worried, nervous, panicky, tense, keyed up, anxious				
Question on suicidal ideation					
06	Thoughts, plans or actions about suicide or self-harm.				

AUDIT – Screening Tool (World Health Organisation) The AUDIT screening tool is used to assess the alcohol use among adolescents. The scale consists of 10 items to assess the drinking behaviour, dependence and consequences or problems related to drinking. Along with this an item on use of tobacco is added separately to assess the use of tobacco (Have you used any form of tobacco in the past six months?)

	Questions	0	1	2	3	4	Score Totals	Sub Scores
1	How often do you have a drink containing alcohol ?	NEVER	Monthly or less	2 to 4 times a month	2 to 3 times a week	4 or more times a week		
2	How many standard drinks containing alcohol do you have on a typical day when you are drinking?	1 or 2	3 or 4	5 or 6	7 to 9	10 or more		
3	How often do you have 5 or more drinks in one occasion?	NEVER	Less than monthly	Monthly	Weekly	Daily or almost daily		
4	How often during the last year have you found that you were not able to stop drinking once you started?	NEVER	Less than monthly	Monthly	Weekly	Daily or almost daily		
5	How often in the last year have you failed to do what was normally expected of you because of drinking?	NEVER	Less than monthly	Monthly	Weekly	Daily or almost daily		
6	How often during the last year have you needed a first drink in the morning to get Yourself going after a heavy drinking session?	NEVER	Less than monthly	Monthly	Weekly	Daily or almost daily		
7	How often during the last year have you had a feeling of guilt or remorse after drinking?	NEVER	Less than monthly	Monthly	Weekly	Daily or almost daily		
8	How often during the last year have you been unable to remember what happened the night before because of your drinking?	NEVER	Less than monthly	Monthly	Weekly	Daily or almost daily		

9	Have you or someone else been injured because of your drinking?	NO		Yes, but not in last year		Yes, during the last year		
10	Has a relative, friend, doctor or other health care worker been concerned about your drinking or suggested you cut down?	NO		Yes, but not in last year		Yes, during the last year		
11	Have you ever used tobacco in last 6 months	YES	NO					
Total								

ಅಧ್ಯಯನದ ಶೀರ್ಷಿಕೆ: ಶಾಲೆಗೆ ಹೋಗುವ ಹದಿಹರೆಯದ ಮಕ್ಕಳಲ್ಲಿ (೧೩-೧೯ ವರ್ಷಗಳು) ಶೈಕ್ಷಣಿಕ ಒತ್ತಡದ ಪರಿಣಾಮಗಳು ಹಾಗೂ ನಿರ್ಣಾಯಕ ಕಾರಣಗಳ ಬಗ್ಗೆ ಒಂದು ಅಧ್ಯಯನ.

ಭಾಗ ೧: ಸಾಮಾಜಿಕ ಜನ ಮಾಹಿತಿ:

ಅ.ನು	ಅಯ್ಕೆಗಳೊಂದಿಗೆ ಪ್ರಶ್ನೆಗಳು	ಪ್ರತಿಕ್ರಿಯೆ	ಟಿಪ್ಪಣಿ
೦೧	ಹೆಸರು / ನೋಂದಣಿ ಸಂಖ್ಯೆ		
೦೨	ವಯಸ್ಸು		
೦೩	ಲಿಂಗ		
೦೪	ಜಾತಿ: 1. ಹಿಂದು 2. ಮುಸ್ಲಿಮ 3. ಕ್ರಿಶ್ಚಿಯನ್ 4. ಇತರೆ		
೦೫	ತರಗತಿ : ೭ ನೇ ತರಗತಿಯಿಂದ ೧೨ ನೇ ತರಗತಿ		
೦೬	ಕುಟುಂಬದ ಆದಾಯ		
೦೭	ತಾಯಿಯ ಶೈಕ್ಷಣಿಕ ಅರ್ಹತೆ ತಂದೆಯ ಶೈಕ್ಷಣಿಕ ಅರ್ಹತೆ		
೦೮	ತಂದೆ ಹಾಗೂ ತಾಯಿಯ ಉದ್ಯೋಗ		
೦೯	ಇರುವ ಸ್ಥಳ: ಗ್ರಾಮೀಣ / ಶಹರ		

ಭಾಗ ೨: ಹದಿಹರೆಯದ ಮಕ್ಕಳಲ್ಲಿ ಶೈಕ್ಷಣಿಕ ಒತ್ತಡವನ್ನು ತಿಳಿಯುವ ಮಾಪನ

ಅ.ನು	ಅಂಶಗಳು ಹಾಗೂ ಹೇಳಿಕೆಗಳು	ಬಲವಾಗಿ ಅಸಮ್ಮತಿ ಸುತ್ತೇನೆ	ಅಸಮ್ಮತಿ ಸುತ್ತೇನೆ	ಸಮ್ಮತಿ ನೂ ಇಲ್ಲ, ಅಸಮ್ಮತಿ ಯೂ ಇಲ್ಲ	ಸಮ್ಮತಿ ಸುತ್ತೇನೆ	ಬಲವಾಗಿ ಸಮ್ಮತಿಸು ತ್ತೇನೆ
೦೧	<p>ಅಧ್ಯಯನದಿಂದ ಒತ್ತಡ</p> <ul style="list-style-type: none"> - ನನ್ನ ಪೋಷಕರು ನನ್ನ ಅಂಕಗಳ ಬಗ್ಗೆ ತುಂಬಾನೇ ಕಾಳಜಿ ವಹಿಸುತ್ತಾರೆ, ಇದರಿಂದ ನನಗೆ ಒತ್ತಡ ಉಂಟಾಗುತ್ತದೆ. - ನಾನು ನನ್ನ ದೈನಂದಿನ ಅಭ್ಯಾಸದಲ್ಲಿ ತುಂಬಾ ಒತ್ತಡ ಅನುಭವಿಸುತ್ತೇನೆ. - ತರಗತಿಯಲ್ಲಿ ಇತರರೊಡನೆ ತುಂಬಾ ಸ್ಪರ್ಧೆ ಉಂಟಾಗುವುದರಿಂದ ನನಗೆ ಒತ್ತಡ ಹೆಚ್ಚಾಗುತ್ತದೆ. - ಭವಿಷ್ಯದಲ್ಲಿನ ವಿದ್ಯಾಭ್ಯಾಸ ಹಾಗೂ ನೌಕರಿ ನನಗೆ ಒತ್ತಡ ಉಂಟು ಮಾಡುತ್ತದೆ 					
02	<p>ವಿದ್ಯಾಭ್ಯಾಸದ ಒತ್ತಡ</p> <ul style="list-style-type: none"> - ನನಗೆ ಶಾಲೆಯಲ್ಲಿ ತುಂಬಾ ಕೆಲಸವಿದೆ ಅನಿಸುತ್ತದೆ. - ನನಗೆ ಮನೆಗೆ ಕೊಡುವ ವಿದ್ಯಾಭ್ಯಾಸ ಜಾಸ್ತಿ ಅನಿಸುತ್ತದೆ. - ಶಾಲೆಯಲ್ಲಿ ನನಗೆ ಜಾಸ್ತಿ ಪರೀಕ್ಷೆಗಳು ಇವೆ ಅನಿಸುತ್ತದೆ 					
03	<ul style="list-style-type: none"> - ಅಂಕಗಳ ಬಗ್ಗೆ ಚಿಂತೆ - ನನ್ನ ಭವಿಷ್ಯದ ಜೀವನಕ್ಕೆ ಶಾಲೆಯಲ್ಲಿನ ಅಂಕಗಳು ತುಂಬ ಮುಖ್ಯವಾಗಿವೆ. - ಪರೀಕ್ಷೆಗಳಲ್ಲಿ ನಾನು ಚೆನ್ನಾಗಿ ಮಾಡದೇ ಇದ್ದಾಗ, ನಾನು ನನ್ನ ಪೋಷಕರ ಮನಸನ್ನು ನೋಯಿಸಿದ್ದೇನೆ ಅನಿಸುತ್ತೆ. - ಪರೀಕ್ಷೆಗಳಲ್ಲಿ ನಾನು ಚೆನ್ನಾಗಿ ಮಾಡದೇ ಇದ್ದಾಗ, ನಾನು ನನ್ನ ಶಿಕ್ಷಕರ ಮನಸನ್ನು ನೋಯಿಸಿದ್ದೇನೆ ಅನಿಸುತ್ತೆ. 					
04	<ul style="list-style-type: none"> - ಸ್ವಂತ ನಿರೀಕ್ಷೆಗಳ ಒತ್ತಡ - ನನಗೆ ನಾನು ನನ್ನ ನಿರೀಕ್ಷಿತ ಮಟ್ಟದಲ್ಲಿ ಇರಲಿಲ್ಲ ಅಂದರೆ ಒತ್ತಡ ಹೆಚ್ಚಾಗುತ್ತದೆ. - ಯಾವಾಗ ನಾನು ನನ್ನ ನಿರೀಕ್ಷೆಗಳನ್ನು ಪೂರೈಸಲು ಸಾಧ್ಯವಿಲ್ಲ ಎನಿಸುತ್ತದೆಯೋ, ಆವಾಗ ನನಗೆ ನಾನು ಉತ್ತಮನಲ್ಲ ಎನಿಸುತ್ತದೆ. - ಜೀವನದ ಗುರಿಗಳನ್ನು ಮುಟ್ಟಲು ಸಾಧ್ಯವಾಗದಿದ್ದಾಗ, ನಾನು ಚಿಂತಾಕ್ರಾಂತನಾಗಿ ನಿರ್ದಿಸಲು ಆಗುವುದಿಲ್ಲ. 					
05	<p>ಅಧ್ಯಯನದಿಂದ ನಿರಾಸೆ</p> <ul style="list-style-type: none"> - ನಾನು ನನ್ನ ಅಂಕಗಳಿಂದ ತುಂಬಾನೆ ಅಸಮಾಧಾನಗೊಂಡಿದ್ದೇನೆ. - ನನಗೆ ನನ್ನ ಅಂಕಗಳ ಮೇಲೆ ಆತ್ಮವಿಶ್ವಾಸವಿಲ್ಲ. - ತರಗತಿಯಲ್ಲಿ ನನಗೆ ಗಮನ ಹರಿಸಲು ತುಂಬ ಕಷ್ಟವಾಗುತ್ತದೆ. 					

ಭಾಗ ೩: ಬಿನ್ನತೆ, ಆತ್ಮಹತ್ಯೆಯ ಆಲೋಚನೆ ಹಾಗೂ ಮಾದಕ್ ವಸ್ತುಗಳ ಸೇವನೆಯ ಕುರಿತು ಹದಿಹರೆಯದ ಮಕ್ಕಳಲ್ಲಿ ಮಾಪನ

ಬಿನ್ನತೆ ಹಾಗೂ ಆತ್ಮಹತ್ಯೆಯ ಆಲೋಚನೆಯನ್ನು ಅರಿಯಲು:

೬ ಅಂಶಗಳನ್ನೊಳಗೊಂಡ, ಹದಿಹರೆಯದ ಬಿನ್ನತಾ ಮಾಪಕ : ಕೆ ಎ ಡಿ ಎಸ್ - ೬

ಈ ಕಚರ್ ಬಿನ್ನತಾ ಮಾಪಕದಿಂದ, ಹದಿಹರೆಯದ ಮಕ್ಕಳಲ್ಲಿ ಬಿನ್ನತೆಯ ತೀವ್ರತೆಯನ್ನು ಅರಿಯಬಹುದು.

ಇದರಲ್ಲಿ ಆತ್ಮಹತ್ಯೆಯ ಕುರಿತಾದ ಆಲೋಚನೆಗಳ ಕುರಿತು ಒಂದು ಪ್ರಶ್ನೆಯನ್ನು ಸೇರಿಸಲಾಗಿದೆ.

ಅ.ನು	ಹೇಳಿಕೆಗಳು	ಯಾವಾಗಲೂ ಒಮ್ಮೆ	ಹೆಚ್ಚಿನ ಸಮಯ	ಅತೀ ಹೆಚ್ಚಿನ ಸಮಯ ದಲ್ಲೂ	ಎಲ್ಲಾ ಸಮಯ ದಲ್ಲೂ
01	ದುಃಖ, ಬಿನ್ನತೆ, ತೊಂದರೆ, ಕಡಿಮೆ ಚಿತ್ತ ಹರಿಸುವುದು,				
02	ನಿಷ್ಪ್ರಯೋಜಕ ಎನಿಸುವುದು, ಹತಾಶನಾಗುವುದು, ಬೇರೆಯವರನ್ನು ಕಡೆಗಣಿಸುವುದು, ಉತ್ತಮ ಮನುಷ್ಯನಾಗದಿರುವುದು.				
03	ಸುಸ್ತಾಗುವುದು, ಶಕ್ತಿ ಹೀನತೆ, ಪ್ರೇರಣೆಗೊಳ್ಳದಿರುವುದು, ಒತ್ತಾಯದಿಂದ ಕೆಲಸ ಮಾಡುವುದು, ವಿಶ್ರಾಂತಿ ಪಡೆಯಬೇಕು ಎನಿಸುವುದು.				
04	ಜೀವನದಲ್ಲಿ ಏನು ಮೋಜಿಲ್ಲ, ಏನು ಚೆನ್ನಾಗಿದೆ ಅನಿಸುವುದಿಲ್ಲ (ಮೊದಲಿನ ಹಾಗೆ), ವಿನೋದದ ಸಂಗತಿಗಳಿಂದ ಮಿಷಿಯಾಗುತ್ತಿಲ್ಲ.				
05	ಚಿಂತೆಯಾಗುವುದು, ಒತ್ತಡ, ನಿರಾಸಕ್ತಿ ಹೊಂದುವುದು, ಅಂಜಿಕೆ				
ಆತ್ಮಹತ್ಯೆಯ ಕುರಿತಾದ ಆಲೋಚನೆಗಳ ಕುರಿತು					
06	ಆತ್ಮಹತ್ಯೆಯ ಆಲೋಚನೆಗಳು ಅಥವಾ ಸ್ವ ಹಾನಿ				

ಆಡಿಟ್ - ಸ್ಕ್ರೀನಿಂಗ್ ಟೂಲ್ (ವಿಶ್ವ ಆರೋಗ್ಯ ಸಂಸ್ಥೆ)

ಹದಿಹರೆಯದ ಮಕ್ಕಳಲ್ಲಿ ಮಧ್ಯ ಸೇವನೆಯನ್ನು ಮಾಪನ ಮಾಡಲು, ಈ ಆಡಿಟ್ ಸ್ಕ್ರೀನಿಂಗ್ ಟೂಲನ್ನು ಬಳಸಲಾಗುವುದು. ಈ ಮಾಪಕದಲ್ಲಿ ಕುಡಿಯುವ ರೀತಿ, ಅವಲಂಬನೆ ಹಾಗೂ ಅದರ ಪರಿಣಾಮಗಳು ಹೀಗೆ ೧೦ ಅಂಶಗಳು ಒಳಗೊಂಡಿರುತ್ತವೆ.

ಇದರೊಟ್ಟಿಗೆ ತಂಬಾಕು ಸೇವನೆ ಕುರಿತಾದ ಪ್ರಶ್ನೆಯನ್ನು ಅಳವಡಿಸಲಾಗಿದೆ. (ಕಳೆದ ೬ ತಿಂಗಳಲ್ಲಿ ನೀವು ಯಾವಾಗಾದರೂ ತಂಬಾಕು ಸೇವಿಸಿದ್ದೀರಾ?)

ANNEXURE IV:

KLE UNIVERSITY'S
 (Formerly known as KLE Academy of Higher Education & Research)
 Accredited 'A' Grade by NAAC Placed in 'Category A' by MHRD, Govt. of India

INSTITUTE OF NURSING SCIENCES,
 NEHRU NAGAR, BELAGAVI - 590010, KARNATAKA, INDIA

To,
The Principal
KLS Public School
Peeranwadi, Belagavi.

Subject: Regarding permission to conduct Research study at your esteemed institution.

Respected Madam,

With reference to the subject cited above, I Mr. Veereshkumar.S.Nandagan Research Scholar at KLE University would like to request you to provide permission to conduct research study titled "Determinants And Consequences of Academic Stress Among School Going Adolescents (13- 19 years of age)" at your esteemed institution, which will help us to understand the various causes for academic stress like parental pressure and many other factors and also the study will help the policy makers, teachers and the parents in preventing the consequences of academic stress. Kindly consider and do the needful.

Thanking you

Yours Faithfully
 Veereshkumar S.N
 Research Scholar KAHER
 Belagavi

Principal
 KLS Public School
 Peeranwadi, Belagavi-14.

INSTITUTE OF NURSING SCIENCES
 A Constituent Unit of
 KLE Academy of Higher Education and Research
 Accredited 'A' Grade by NAAC (2nd Cycle) Placed in Category 'A' by MHRD (Govt.)
 NEHRU NAGAR, BELAGAVI - 590010, KARNATAKA, INDIA

To,
The Principal
Kendriya Vidyalaya 2
Camp Belagavi

Subject: Regarding permission to conduct Research study at your esteemed institution.

Respected Sir,

With reference to the subject cited above, Mr. Veereshkumar.S.Nandagan Research Scholar at KLE Academy of Higher Education and Research University would like to conduct a research study titled "Determinants And Consequences of Academic Stress Among School Going Adolescents (13- 19 years of age VIIIth to XIIth Standard)" at your esteemed institution, which will help us to understand the various causes for academic stress like parental pressure and many other factors and also the study will help the policy makers, teachers and the parents in preventing the consequences of academic stress. I request you to permit him to conduct the study at your esteemed institution and do the needful.

Thanking you

Sudha
 Dean, Faculty of Nursing
 Principal, Institute of Nursing Sciences,
 KLE Institute of Nursing
 Principal, Institute of Nursing Sciences,
 KAHER, Belagavi.

Permitted to take date from your school
 8/17/19
 Head / Principal
 Kendriya Vidyalaya No.2
 Belagavi, Karnataka-590001
 Belagavi-800.

KLE UNIVERSITY'S
 (Formerly known as KLE Academy of Higher Education & Research)
 Accredited 'A' Grade by NAAC Placed in 'Category A' by MHRD, Govt. of India

INSTITUTE OF NURSING SCIENCES,
 NEHRU NAGAR, BELAGAVI - 590010, KARNATAKA, INDIA

To,
The Principal
KLS Public School
Hinduradi, Belagavi

Subject: Regarding permission to conduct Research study at your esteemed institution.

Respected Madam,

With reference to the subject cited above, I Mr. Veereshkumar.S.Nandagan Research Scholar at KLE University would like to request you to provide permission to conduct research study titled "Determinants And Consequences of Academic Stress Among School Going Adolescents (13- 19 years of age)" at your esteemed institution, which will help us to understand the various causes for academic stress like parental pressure and many other factors and also the study will help the policy makers, teachers and the parents in preventing the consequences of academic stress. Kindly consider and do the needful.

Thanking you

Yours Faithfully
 Veereshkumar S.N
 Research Scholar KAHER
 Belagavi

Principal
 KLS ENGLISH MEDIUM HIGHER SCHOOL
 Post Box No.512, KLS Campus
 Tisakwadi, Belagavi-590 008
 Ph. No. 0831-2405816

KLE UNIVERSITY'S
 (Formerly known as KLE Academy of Higher Education & Research)
 Accredited 'A' Grade by NAAC Placed in 'Category A' by MHRD, Govt. of India

INSTITUTE OF NURSING SCIENCES,
 NEHRU NAGAR, BELAGAVI - 590010, KARNATAKA, INDIA

To,
The principal
Jyothi PU collage
Belagavi

Subject: Regarding permission to conduct Research Pilot study at your esteemed institution.

Respected Madam,

With reference to the subject cited above, I Mr. Veereshkumar.S.Nandagan Research Scholar at KLE University would like to request you to provide permission to conduct research study titled "Determinants And Consequences of Academic Stress Among School Going Adolescents (13- 19 years of age)" at your esteemed institution, which will help us to understand the various causes for academic stress like parental pressure and many other factors and also the study will help the policy makers, teachers and the parents in preventing the consequences of academic stress. Kindly consider and do the needful.

Thanking you

Yours Faithfully
 Veereshkumar S.N
 Research Scholar KAHER
 Belagavi

Principal
 Jyothi Pre-University College
 BELAGAVI DD-034

KLE UNIVERSITY'S
 (Formerly known as KLE Academy of Higher Education & Research)
 (Declared under Section 3 of the UGC Act, 1956 vide Government of India Notification No.F-9-19/2000-0-3141)
 Accredited 'A' Grade by NAAC Placed in 'Category A' by MHRD, Govt. of India

INSTITUTE OF NURSING SCIENCES,
 NEHRU NAGAR, BELAGAVI - 590010, KARNATAKA, INDIA
 Office: 091- 831- 2472303 Fax: 091- 831- 2475103 email: klesinstituteofnursingbelgaum@yahoo.com

To,
 The Principal
 Love Dale Central School
 Belagavi

Subject: Regarding permission to conduct Research study at your esteemed institution.

Respected Madam,

With reference to the subject cited above, I Mr. Veereshkumar.S.Nandagaon Research Scholar at KLE University would like to request you to provide permission to conduct research study titled "Determinants And Consequences of Academic Stress Among School Going Adolescents (13- 19 years of age)" at your esteemed institution, which will help us to understand the various causes for academic stress like parental pressure and many other factors and also the study will help the policy makers, teachers and the parents in preventing the consequences of academic stress. Kindly consider and do the needful.

Thanking you

Handwritten Signature
 Yours Faithfully
 Veereshkumar S.N
 Research Scholar KAHER
 Belagavi

Handwritten Signature
 Principal
 Love Dale Central School,
 M.M. East, Belagavi

KLE UNIVERSITY'S
 (Formerly known as KLE Academy of Higher Education & Research)
 (Declared under Section 3 of the UGC Act, 1956 vide Government of India Notification No.F-9-19/2000-0-3141)
 Accredited 'A' Grade by NAAC Placed in 'Category A' by MHRD, Govt. of India

INSTITUTE OF NURSING SCIENCES,
 NEHRU NAGAR, BELAGAVI - 590010, KARNATAKA, INDIA
 Office: 091- 831- 2472303 Fax: 091- 831- 2475103 email: klesinstituteofnursingbelgaum@yahoo.com

To,
 The Principal
 Amrita Vidyalaya
 Belagavi

Subject: Regarding permission to conduct Research study at your esteemed institution.

Respected Madam,

With reference to the subject cited above, I Mr. Veereshkumar.S.Nandagaon Research Scholar at KLE University would like to request you to provide permission to conduct research study titled "Determinants And Consequences of Academic Stress Among School Going Adolescents (13- 19 years of age)" at your esteemed institution, which will help us to understand the various causes for academic stress like parental pressure and many other factors and also the study will help the policy makers, teachers and the parents in preventing the consequences of academic stress. Kindly consider and do the needful.

Thanking you

Handwritten Signature
 Yours Faithfully
 Veereshkumar S.N
 Research Scholar KAHER
 Belagavi

Handwritten Signature
 PRINCIPAL
 AMRITA VIDYALAYAM
 BELAGAVI.

KLE UNIVERSITY'S
 (Formerly known as KLE Academy of Higher Education & Research)
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INSTITUTE OF NURSING SCIENCES,
 NEHRU NAGAR, BELAGAVI - 590010, KARNATAKA, INDIA
 Office: 091- 831- 2472303 Fax: 091- 831- 2475103 email: klesinstituteofnursingbelgaum@yahoo.com

To,
 The Principal
 Good Shepherd Central School
 Belagavi

Subject: Regarding permission to conduct Research study at your esteemed institution.

Respected Madam,

With reference to the subject cited above, I Mr. Veereshkumar.S.Nandagaon Research Scholar at KLE University would like to request you to provide permission to conduct research study titled "Determinants And Consequences of Academic Stress Among School Going Adolescents (13- 19 years of age)" at your esteemed institution, which will help us to understand the various causes for academic stress like parental pressure and many other factors and also the study will help the policy makers, teachers and the parents in preventing the consequences of academic stress. Kindly consider and do the needful.

Thanking you

Handwritten Signature
 Yours Faithfully
 Veereshkumar S.N
 Research Scholar KAHER
 Belagavi

Handwritten Signature
 PRINCIPAL
 Good Shepherd Central School
 Belagavi

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 Office: 091- 831- 2472303 Fax: 091- 831- 2475103 email: klesinstituteofnursingbelgaum@yahoo.com

To,
 The Principal
 Lakhmagouda Science PU College
 Belagavi

Subject: Regarding permission to conduct Research study at your esteemed institution.

Respected Madam,

With reference to the subject cited above, I Mr. Veereshkumar.S.Nandagaon Research Scholar at KLE University would like to request you to provide permission to conduct research study titled "Determinants And Consequences of Academic Stress Among School Going Adolescents (13- 19 years of age)" at your esteemed institution, which will help us to understand the various causes for academic stress like parental pressure and many other factors and also the study will help the policy makers, teachers and the parents in preventing the consequences of academic stress. Kindly consider and do the needful.

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 Veereshkumar S.N
 Research Scholar KAHER
 Belagavi

Handwritten Signature
 Lakhmagouda Science PU College
 Belagavi

ANNEXURE V: CERTIFICATES

Certificate of Publication

INTERNATIONAL JOURNAL OF RESEARCH AND ANALYTICAL REVIEWS (IJRAR) | E-ISSN 2348-1269, P- ISSN 2349-5138
An International Open Access Journal

The Board of
International Journal of Research and Analytical Reviews (IJRAR)
Is hereby awarding this certificate to
Veereshkumar S.Nandgaon
In recognition of the publication of the paper entitled
SELF EXPECTATION ON ACADEMIC PERFORMANCE IS A DETERMINANT OF DEPRESSION AND SUICIDAL IDEATION AMONG ADOLESCENT STUDENTS- A PILOT STUDY

Published In IJRAR (www.ijrar.org) ISSN UGC Approved & 5.75 Impact Factor
Volume 6 Issue 1 January 2019

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ANNEXURE VI: PUBLICATIONS

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Self Expectation on Academic Performance Is A Determinant Of Depression And Suicidal Ideation Among Adolescent Students- A Pilot Study

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Abstract: Many factors contribute to the stress being experienced by students but one common cause of academic stress in India is School. The present study assesses the relationship between the self expectation and expectations from significant others on academic stress and its consequences. A pilot study was conducted where 100 adolescent students participated from grade VII to XII. Descriptive research design was adopted and stratified cluster sampling technique was used. The data was collected by using Educational Stress Scale for Adolescents and the Kutcher Adolescent Depression Scale. The correlation between the academic stress components with its consequences like depression, suicidal ideation and substance abuse was assessed by Karl Pearson's correlation method and it was found that depression was positively correlated with self-expectation stress.

Key words: Self expectations, Academic performance, Depression, Suicidal ideation.

Introduction

The bursting forth of puberty around age eleven or twelve marks what is perhaps the most obvious of all starts to a new stage of life. The nature and quality of young people's future lives, as well as a country's future social and economic development, depend largely on how well adolescents navigate this transition¹

A voluminous modification around the sphere due to modernization has fetched in number of complications for the adolescents of new generation. Adolescents are not emotionally organized for their social tasks and roles. But their blood relations expect them to act like a fully grown for which he or she is neither psychologically set nor bodily ready². The self-worth of a student is determined by the academic success and grades, and not on the basis of individual qualities they already do possess. Parents try to get rid of cable connection, internet, computer, only so that their children could concentrate and get better grades³.

Han Seley noted that eustress provides challenges that motivate individuals to work hard and meet their goals meanwhile distress results from the stressful situations that persists over time and produces negative health impacts. Many factors contribute to the stress being experienced by students but one common cause of academic stress in India is School. Such stress comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and teacher's punishment. Stress from high expectations of teachers, parents, and self is usually an agony for students studying in schools⁴

Students face increased pressure to succeed academically today, especially in highly selective and academically rigorous schools. During childhood and adolescence, academic achievement is important because in today's society academic accomplishments as well as failures determine an individual's future academic career and job opportunities⁵. The adolescent face many psychological problems at one or other

time during their school life. The literatures have shown that the problems like substance abuse, anxiety, depression and suicidal ideations are associated with student life.

Fear of failure to do well in studies is causing anxiety and depression among students which has substantial negative effects on their academic and social success⁶.

A common cause of concern is the pressure from parents on their wards to do well in board exams. There have been many incidents in the past where students have committed suicide during exams or on the result day. Time and time again complaints have been made against the education system which is more inclined towards memorization and long systematic study hours. This leaves students with little time for recreational activities, and socialization, essential for their development⁷.

Rationale for the study

The high expectations from self and significant others to achieve high grades will increase the stress. The students are in need of support from teachers and parents during such situations but when there are high expectations and less social support and when students are unable to cope up with the situation and satisfy their needs it results in depression and suicidal ideations⁸. The psychotherapists and child psychologists in their findings reveal that the adolescent students experience anxiety, stress and depression due to academic stress and excessive academic stress is associated with depression, deliberate self-harm and even suicides. The present study is aimed to find the various determinants of academic stress among school going adolescents and to understand the correlation between self expectations and expectations from others on academic performance and its consequences as depression and suicidal ideation among adolescent students.

Statement of Problem

“Self expectation on academic performance is cause for depression and suicidal ideation among adolescent students”

Objectives of the study

1. To assess the determinants of academic stress among the adolescent students
2. To find the correlation between self expectations on academic performance with its consequences.

Methodology

This is a descriptive, cross sectional study. The study was conducted with 100 school going adolescents selected from VIII to XII grades among secondary and higher secondary schools. The subjects were selected through stratified cluster sampling, from each grade proportionately among 100 subjects (i.e. N=100) the secondary school students were 60 (i.e. VIIIth, IXth, Xth grade) and 40 were from higher secondary schools (i.e. XIth and XIIth grades). The overall male subjects were 54 and the female subjects were 46. The overall response rate was calculated to 96%.

Data collection procedure

The permission was obtained from the school principal and then the purpose of the study was discussed with teachers. The letter was sent to the parents through the students for their consent for their children's participation in the study. All the sessions of the pilot study was conducted during normal school days and the participation in the study was completely voluntary and it was assured to the students that the confidentiality will be maintained about their identification and the results. The participants were also advised that they can withdraw from the study at any time and the refusal have no negative impact on them.

Measures

The level of academic stress and its determinants were assessed by using "Educational Stress Scale for Adolescents". It consists of 16 statements rated on a 5- point Likert scale. The 6 item Kutcher Adolescent Depression Scale is used to assess the adolescent depression. One item in the scale "Thoughts, plans or actions about suicide" will help to assess the suicidal ideation.

Results

Table No-1: Distribution of respondents by different demographic characteristics

Characteristics	No of respondents	No of respondents
Age groups		
13-14	27	27.00
15-16	32	32.00
17-18	41	41.00
Gender		
Male	54	54.00
Female	46	46.00
Religions		
Hindu	78	78.00
Muslims	8	8.00
Christians	7	7.00
Others	7	7.00
Grades		
Secondary	61	61.00
Higher secondary	39	39.00
Incomes		
15000-25000	8	8.00
25001-35000	44	44.00
above 35000	48	48.00
Mother educations		
Illiterates	23	23.00
School education	45	45.00
Graduates	32	32.00

Father educations		
School education	30	30.00
Graduates	57	57.00
PG	13	13.00
Father occupations		
Government	30	30.00
Private	35	35.00
Self employed	21	21.00
Agriculture	14	14.00
Mother occupations		
House wife	79	79.00
Government	10	10.00
Private	8	8.00
Self employed	3	3.00
Locations		
Rural	25	25.00
Urban	75	75.00
Total	100	100.00

The demographic characteristics of the samples in the pilot study are shown in the table 1. In this sample N= 100 where 54 of the respondents were males and 46 were females and majority of them belonged to Hindu religion the age group ranged from 13 to 18 years of age. The majority of the respondents (i.e. 48%) belonged to the family's whose family income was above Rs.35000/month. The students from urban and rural family's accounted for 75% and 5% respectively. With regard to the educational status of the parents, majority of the mothers completed their school education (i.e. 45%) and the 57% father's education was graduation. With regard to the occupation of the father 35% were doing private jobs and the majority of mother's (i.e. 79%) were house wives.

Table No- 2 Correlation between academic stress and its components with depression & suicidal ideation scores by Karl Pearson's correlation method:

Variables	Correlation between depression & suicide ideation scores with		
	r-value	t-value	p-value
Pressure from study	0.0614	0.6088	0.5441
study work load	0.1591	1.5949	0.1139
Worry about grades	-0.0059	-0.0580	0.9539
Self-expectation stress	0.2435	2.4851	0.0146*
Study despondency	0.0740	0.7346	0.4644
Total stress	0.1825	1.8377	0.0691

*p<0.05

The results shows that self-expectation stress scores were positively correlated with depression and suicidal ideation (r-value is 0.2435 and t-value=2.4851 at 0.05 level of significance).

DISCUSSION

The need for assessing the determinants of academic stress and its consequences among the adolescents has been the basic aim of this pilot study along with the practicability and psychometric properties of tools used in the study. As a result of this pilot study the tool had been able to assess the determinants in five components as pressure from the study, study workload, worry about the grades, self-expectation stress and study dependency with age, grade, gender, religion, mothers and fathers educational status, parents occupation, residential area of the student and family income.

The major findings of the study revealed that (N= 100) where 54 of the respondents were males and 46 were females and majority of them belonged to Hindu religion the age group ranged from 13 to 18 years of age. The majority of the respondents (i.e. 48%) belonged to the family's whose family income was above Rs.35000/month. The students from urban and rural family's accounted for 75% and 5% respectively. With regard to the educational status of the parents, majority of the mothers completed their school education (i.e. 45%) and the 57% father's education was graduation. With regard to the occupation of the father 35% were doing private jobs and the majority of mother's (i.e. 79%) were house wives.

The correlation between the academic stress components with its consequences like depression, suicidal ideation and substance abuse was assessed by Karl Pearson's correlation method and it was found that depression was positively correlated with self-expectation stress and there was no correlation found with other components. The sample size was less as in the pilot study and it was believed that most of the other components will be positively correlated with larger samples during main study.

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Depression and Suicidal Ideation as a Consequence of Academic Stress among Adolescent Students

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Abstract

Many factors contribute to the stress being experienced by students but one common cause of academic stress in India is School. Such stress comes from too much homework, unsatisfactory academic performance, preparation for tests, lack of interest in a particular subject, and teacher's punishment. Stress from high expectations of teachers, parents, and self is usually an agony for students studying in schools¹.

Objectives: The study was conducted (i) to assess the level of academic stress and its consequences of academic stress among adolescent students (ii) to find the association between depression and demographic characteristics of adolescent students and (iii) to find out the correlation between academic stress and its consequence among adolescent students.

Material and Methods: 1204 adolescent students studying in schools of Belagavi city were selected by using stratified cluster sampling technique and were assessed for academic stress by using ESSA scale. The adolescents were assessed for depression and suicidal ideation by using Kutcher's depression scale appropriate statistical methods were used to interpret the data. **Results:** The results shown that the mean of the sample on the total academic stress score was 49.38 (SD=13.00) and 273 (i.e.22.67%) reported high level of academic stress. The depression assessment shown that 381 students (i.e. 31.64%), 625 (i.e. 51.91%) and 198 (i.e. 16.45%) have mild, moderate and severe levels of depression respectively and the scores have shown that among N=1204 students 1021 students (i.e. 84.80%) have responded No and 183 students (i.e. 15.20%) have responded Yes for the suicidal ideation. **Conclusion:** The academic stress among students causes depression and suicidal ideation among adolescent and knowing and handling this stress may prevent adolescents from having difficult situations.

Key words: Academic stress, Depression, Suicidal ideation, Adolescent students and consequences.

Introduction

Academic stress is mental distress with respect to some anticipated frustration associated with academic failure or even unawareness to the possibility of such

failure. Students have to face many academic demands for example - school examination, answering questions in the class, showing progress in school subjects, understanding what the teacher is teaching, competing with other class mates, fulfilling teachers and parents academic expectations. These demands may tax or exceed available resources of the students. As a consequence, they can be under stress and depression².

Academic concerns pervade the lives of students, interrupting aspects of their daily routine. Students are pressured to perform, pressured to fit in, pressured to commit, and pressured to live up to the expectations of others. They even set goals for themselves that are sometimes impossible to achieve³.

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Most teenagers respond to stressful events in their lives by doing something relaxing, trying positive and self-reliant problem-solving or seeking friendship and support from others. But for others, the events pile up and the stressors are too great. In the Minnesota study teens who reported that they had made a suicide attempt had five additional "bad" events on their list: parents' divorce, loss of a close friend, and change to a new school, failing grades and personal illness or injury. It is significant that the young people who showed high degrees of depression and who had made suicide attempts reported over five of these "bad" events in the past six months, more than twice as many as the rest of the group.⁴

For ages, it was a popular notion that children do not suffer from depression. Teenagers with depression were more often than not labelled as being just "difficult" or "moody". It is only recently that the world is awakening to the fact that up to 20% of world's children and adolescents suffer from disabling mental illnesses including depression. WHO has included depression as one of the priority mental disorders in childhood and adolescents⁵. It is seen from Banerjee's report that every year about 25,000 students in the age group of 16 to 20 years commit suicide in the examination month (i.e. March to June). They are really worried about their future and desired results in the examinations⁶.

Since the family, school and peer group form the major socializing influences on adolescents, the expectations or demands they make may convert into stressors. Hence, it is important to analyze the determinants that resulted in academic stress.

Thus identifying the determinants of academic stress and addressing the consequences like substance abuse, depression and suicidal ideation among school going adolescents in school setting may help students alleviate their experience of academic related stress and have less stressful and possibly more fulfilling school carrier.

Methodology

This cross sectional study involves the school going adolescent boys and girls of 13 to 19 years of age from rural and urban areas of Belagavi. The data was collected with the permission of district education office where the list of schools were obtained and then according to sampling criteria 12 schools were selected from north, south, east and west zones of Belagavi city and the head of the institutes of selected schools were approached for

the permission to conduct the studies. The students were informed one day prior to the study and their ascent was obtained for the participation I the study.

The sample size was determined by considering all the variables like Academic stress, Depression, Substance abuse and suicidal ideation among adolescent students and among which the highest sample size was considered for the study the calculated sample size was 1160 and 1204 students were undertaken for the final study.

Sampling technique: Stratified Cluster Sampling

Schools of Belagavi city will be classified in to East, West, North and South zones, from each group cluster schools will be selected by using simple random method and the age group of 13 to 19 years adolescents will be selected from class VIII, IX, X, XI, and XII. The required numbers of Samples will be drawn using simple random with proportion to school strength. "Educational Stress Scale for Adolescents" was used to estimate the level of perceived academic stress. In present study as per the previous literatures reviewed depression and suicidal ideation were considered as consequences of academic stress and they were assessed by using The Kutcher Adolescent Depression Scale (KADS).

Statistical Analysis

To assess the relative influence of factors on educational stress, all variables were included in multiple logistic regression models to assess the relationship between the academic stress scores with its components and consequences i.e. substance use, depression and suicidal ideation. Stepwise linear regression was used to assess the influence of variables on academic stress levels of the students. Data were analysed by using the statistic software 20.00version. The statistical significance was set at 5%, level of significance ($p < 0.05$).

Results

Table 1: Levels of academic stress of adolescents (n =1204)

Levels of academic stress	No of adolescents	No of adolescents
Low level	286	23.75
Average level	645	53.57
High level	273	22.67
Total	1204	100.00

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One of the main objectives of the study was to assess the level of academic stress among adolescents of age group 13-19. The total no. of participants who reported the questionnaire i.e. Educational stress scale for adolescents (ESSA) where N=1204. The mean of the sample on the total academic stress score was 49.38 (SD=13.00). The table revealed that 286 (i.e. 23.75%), 645 (i.e. 53.57%) & 273 (i.e. 22.67%) reported low level, average level & High level of academic stress respectively. [$<Q1$ = Low, $Q1-Q3$ = Average and $>Q3$ = High where $Q1$ was considered as 44 & $Q3$ was 58].

Findings related consequences of academic stress among adolescent students

Table 2: Levels of depression among adolescent students (n =1204)

Levels of depression	No of adolescents	No of adolescents
Mild depression	381	31.64
Moderate depression	625	51.91
Severe depression	198	16.45
Total	1204	100.00

The depression scores have been assessed by using Kutcher's depression scale for adolescents. The results shown that 381 students (i.e. 31.64%), 625 (i.e. 51.91%) and 198 (i.e. 16.45%) have mild, moderate and severe levels of depression respectfully.

Table 3: Levels of suicidal ideation of adolescents

Levels of suicidal ideation	No of adolescents	No of adolescents
No	1021	84.80
Yes	183	15.20
Total	1204	100.00

Mean-0.25 & SD 0.67

One item was added along with depression questionnaires separately to assess the suicidal ideation among the adolescent students, the scores have shown that among N=1204 students 1021 students (i.e. 84.80%) have responded No and 183 students (i.e. 15.20%) have responded Yes for the suicidal ideation with Mean score of 0.25 & SD 0.67.

Findings related to correlation between academic stress scores and its consequences

Table 4: Correlation between academic stress and its components with depression scores by Karl Pearson's correlation method

Variables	Correlation between depression scores with			
	n	r-value	t-value	p-value
Total academic stress	1204	0.3514	13.0117	0.0001*
Pressure from study stress	1204	0.2824	10.2045	0.0001*
study work load stress	1204	0.1698	5.9728	0.0001*
Worry about grades stress	1204	0.2091	7.4138	0.0001*
Self exp stress	1204	0.3108	11.3379	0.0001*
Study despondency stress	1204	0.3333	12.2570	0.0001*
Suicidal ideation	1204	0.3929	14.8123	0.0001*

* $p < 0.05$

The table 4 represents correlation between depression scores with academic stress and its components. The table clearly shows that a significant and positive correlation was observed between depression scores and total scores of academic stress of adolescents ($r=0.3514$, $p<0.05$) at 5% level of significance. It means that depression scores increases (decreases) with increase (decrease) in academic stress scores. In other words the depression and academic stress scores are depending on each other.

A significant and positive correlation was observed between depression scores and Pressure from study a component of academic stress of adolescents ($r=0.2824$, $p<0.05$) at 5% level of significance. It means that depression scores increases (decreases) with increase (decrease) in Pressure from study. In other words the depression and Pressure from study a component of academic stress scores are depending on each other.

A significant and positive correlation was observed between depression scores and study work load stress a component of academic stress of adolescents ($r=0.1698$, $p<0.05$) at 5% level of significance. It means that depression scores increases (decreases) with increase (decrease) in study work load stress. In other words the depression and study work load stress a component of academic stress scores are depending on each other.

Similarly A significant and positive correlation was observed between depression scores other components of academic stress i.e. Worry about grades stress ($r=0.2091$, $p<0.05$), Self exp stress ($r=0.3108$, $p<0.05$), Study dependency stress ($r=0.3333$, $p<0.05$) and suicidal ideation scores ($r=0.3929$, $p<0.05$) of adolescents at 5% level of significance.

Interpretation and conclusion

This study was conducted to assess the academic stress and its consequences among adolescent students of 13 to 19 years of age group. Very few studies have been conducted on this area and in present study it was assessed that the depression and the suicidal ideation are the consequences of academic stress among the students. The findings of the study suggested that academic stress is directly proportional to depression and suicide among adolescent students hence the proper management of academic stress can prevent such consequences among adolescent students. The stress management programmes are very useful and also the findings can be utilized by policy makers to make changes in the educational system in India.

Conflict of Interest: "The Author(s) declare(s) that there is no conflict of interest."

Source of Funding- Self

Ethical Clearance – Ethical clearance has been obtained by institutional review board

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ANNEXURE VII: DATA COLLECTION PHOTOS



