



IMPACT OF ACADEMIC STRESS ON LIFE SATISFACTION AMONG YOUNG ADULTS

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Abstract. The rising concern about the levels of academic stress experienced by young adults must be evaluated as an influence on their life satisfaction and well-being. The present study examines the correlation between academic stress and life satisfaction. Study included 100 individuals, comprising 50 males and 50 females within the 18-25 years. It was done using the convenience sampling method encompassing students from different universities and colleges in the Delhi-NCR region. The primary objective was to investigate the impact of academic stress on life satisfaction and also the gender differences in both variables. This is a quantitative study and was done using the academic stress scale and life satisfaction scale to assess the variables under consideration. The result shows that academic stress and life satisfaction are having negative correlation between them. Females are seen to have high academic stress as compared to their male counterparts. It is advised to create a more balanced environment to reduce the levels of academic stress and curate a more supportive educational environment to elevate the level of life satisfaction among the students of the discussed population.

Keywords: Life Satisfaction, Young Adults, Academic Stress, Mental Health

1 Introduction

The academic environment is one of the most crucial places where individuals grow and develop. As students transition from school to college or university, it is natural for

them to face a lot of academic pressure including high expectations, more workload and difficult assignments. These demands make an impact on the grades as well as their overall well-being.

Life satisfaction is considered to measure how happy a person feels about their life (Diener et al., 1985).

Researchers have started to study how academic stress affects this happiness. Academic stress levels indicate the tension that students suffer from whenever any academic demand is too much for them to manage with their own coping skills (Putwain, 2007). It encompasses several factors such as too much work, exams and tight deadlines, which consequently hurts emotional stability and deplete the quality of life (Al-Dhafiri et al., 2025). The impact of academic stress on life satisfaction is not simple and includes factors such as self-efficacy and social support (Zhao, 2024). Although, academic self-perception can positively influence students satisfaction with life (Radha Krishnan et al., 2024).

The Systematic Review on Global Trend, 2025, reported that almost 50% of the students report high academic stress, influenced by academic competition and lack of coping skills. This showed the impact of academic stress as a worldwide problem. Studies show a negative correlation between academic stress and life satisfaction, especially for the female students (Dureja & Sharma, 2024). Another study with university students presented that high stress levels were linked to lower levels of life satisfaction and coping strategies, this was found to be changeable with personality traits (Elsayed, 2025). These studies are in leak with stress and well-being models which suggest that long term stress decreases positive feelings and emotional resources.

Students who are equipped with proper internal resources such as academy self-efficacy and coping strategies have better satisfaction even with the presence of stress, in contrast to the students who have fewer coping resources. This indicates that the presence of good coping strategies can better protect individuals from the harmful effects of stress. On the other hand, loneliness and fear of being left out can worsen the effects of stress. It is also noted that excessive academic stress exhausts a student's coping resources, lowering their satisfaction with life (Mirsa & McKean, 2000).

The covid-19 pandemic made things harder by disrupting the learning patterns and increasing uncertainty. The studies conducted at that time focus more on academic satisfaction and mental health rather than life satisfaction alone (Perez-Jorge et al., 2025). These studies prove that disrupted academic routines lead to stress and lower satisfaction with academic results (Bohman et al., 2024). In conclusion the present research strongly suggests negative correlation between academic stress and life satisfaction among young adults. This correlation is often influenced by personal coping resources efficacy and academic setting. Consequently, there arises a need for targeted mental health and support in academic environments.

Research Problem: In today's world students are mostly suffering from academic stress due to examinations, heavy workload, and elevated expectations. This stress can impact on their life satisfaction and overall well-being. However, the researcher aims to assess the impact of academic stress on life satisfaction among young adults and to explore gender differences in life satisfaction.

Aim: To assess the impact of academic stress on life satisfaction among young adults

1.1 Research Objective

- To examine the correlation between academic stress and life satisfaction among young adults
- To investigate gender differences in the impact of academic stress on life satisfaction among young adults.

1.2 Hypothesis

- There is negative correlation between academic stress and life satisfaction among young adults.
- Females are more likely to have lesser life satisfaction due to academic stress than males.

2 Research Methodology

2.1 Research Design

The nature of study is quantitative, descriptive, correlational and comparative that examines the impact of academic stress on life satisfaction among young adults. It also examined the differences in gender on life satisfaction among young adults.

2.2 Sample

A 100 young adults sample were selected using convenient sampling, among which 50 are boys and 50 are girls from different colleges and universities of Greater Noida city.

3 Variables

3.1 Independent Variables : Academic Stress

3.2 Dependent Variables: Life Satisfaction.

4 Tool/Measure Used

4.1 Academic Stress Scale

The researcher used Scale named Academic Stress Scale given by Dr. Poorva Jain and Mrs. Neelam Dixit in 2016. It contains twenty-eight items.

4.2 Satisfaction With Life Scale

The researcher administered the Life Satisfaction Scale to the Participants to assess their level of Life Satisfaction by Diener [1985]. It contains five items based on 7-point scale.

5 Statistical Analysis

The current study evaluated the relationship between academic stress and life satisfaction among young adults, along with gender differences. Data from 100 participants (50 males, 50 females; age range from 18-25 years) were analyzed using descriptive statistics, t-tests for comparisons in gender and Pearson product-moment correlations to assess the associations between variables.

6 Result

6.1 Table 1. Academic Stress Distribution

Academic Stress					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less Stress	1	1.0	1.0	1.0
	Moderate Stress	4	4.0	4.0	5.0
	High Stress	95	95.0	95.0	100.0
	Total	100	100.0	100.0	

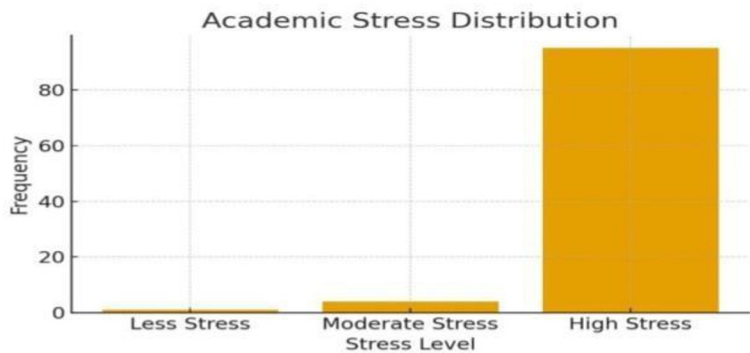


Fig:1 Academic Stress Distribution

- It shows that majority of participants, 95%, reported high academic stress.
- Four percent reported moderate stress.
- Only 1% reported low stress.
- It indicates that academic pressure is common among the students in the study.

6.2 Table 2. Life Satisfaction Distribution

Life Satisfaction					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extremely Dissatisfied	8	8.0	8.0	8.0
	Dissatisfied	16	16.0	16.0	24.0
	Slightly Dissatisfied	37	37.0	37.0	61.0
	Neutral	33	33.0	33.0	94.0
	Satisfied	4	4.0	4.0	98.0
	Extremely Satisfied	2	2.0	2.0	100.0
	Total	100	100.0	100.0	



Fig:2: Life Satisfaction Distribution

- 37% of participants reported slightly dissatisfied
- 33% rated themselves as neutral.
- 4% of participants reported being satisfied.
- 2% are extremely satisfied.
- 24% are dissatisfied.
- It suggests that overall satisfaction among students is low.

6.3 Table 3. Gender Distribution of the Sample

Life Satisfaction						
Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Male	Valid	Extremely Dissatisfied	3	6	6	6
		Dissatisfied	8	16	16	22
		Slightly Dissatisfied	23	46	46	68
		Neutral	14	28	28	96
		Satisfied	1	2	2	98
		Extremely Satisfied	1	2	2	100
		Total	50	100	100	
Female	Valid	Extremely Dissatisfied	5	10	10	10
		Dissatisfied	8	16	16	26

	Slightly Dissatisfied	14	28	28	54
	Neutral	19	38	38	92
	Satisfied	3	6	6	98
	Extremely Satisfied	1	2	2	100
	Total	50	100	100	

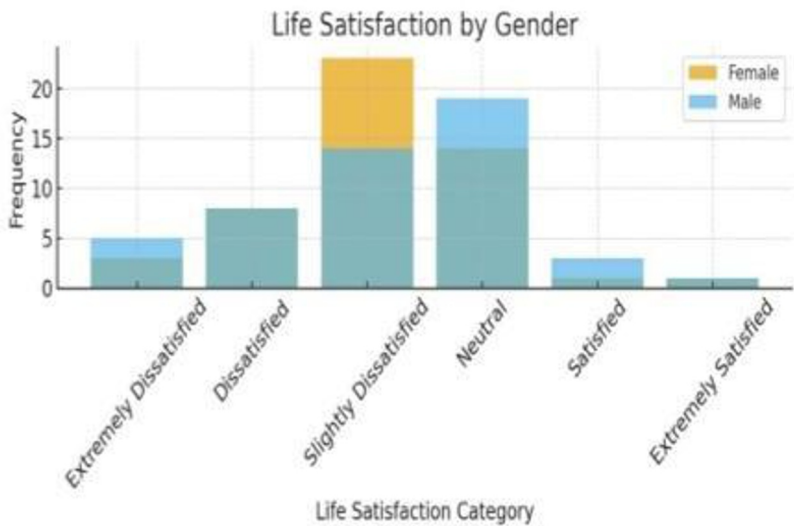


Fig.3: Life Satisfaction Category

Among male participants:

- 38% reported neutral satisfaction.
- 28% are slightly dissatisfied.
- Only small fraction of participants reported satisfaction.

Among female participants:

- 46% reported it slightly dissatisfied.
- 28% are neutral.
- 4% are satisfied or extremely satisfied.

In short, females are showing lower level of life satisfaction compared to males.

6.4 Table 4. Gender Distribution of the Sample

Academic Stress						
Gender			Frequency	Percent	Valid Percent	Cumulative Percent
Male	Valid	Less Stress	1	2.0	2.0	2.0
		Moderate Stress	1	2.0	2.0	4.0
		High Stress	48	96.0	96.0	100.0
		Total	50	100.0	100.0	
Female	Valid	Moderate Stress	3	6.0	6.0	6.0
		High Stress	47	94.0	94.0	100.0
		Total	50	100.0	100.0	

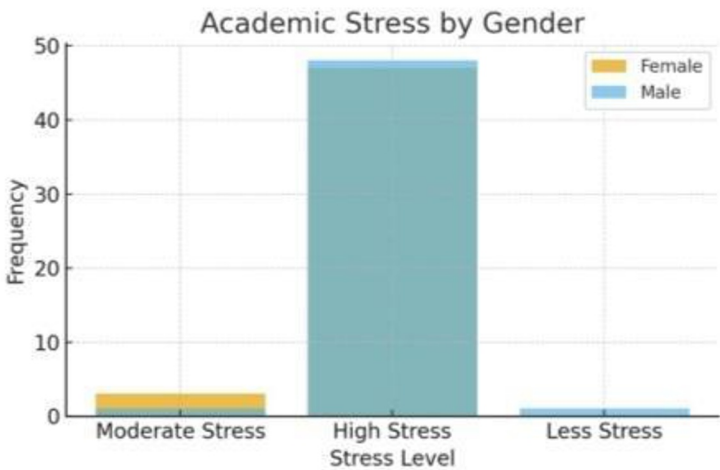


Fig.4: Academic Stress by Gender

Among males.

- 96% reported high stress.
- 4% reported moderate or low stress.

Among females.

- 94% of participants reported high stress.
- 6% reported moderate level of stress.
- These findings indicate that academic stress is a universal problem among students regardless of their gender.

6.5 Table 5. Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Life Satisfaction	100	5	33	17.68	5.384
Academic Stress	100	34	140	102.90	23.751
Valid N (listwise)	100				

● It indicates that life satisfaction ranges from 5 to 33 with mean of 17.68, indicating moderate level of satisfaction.

● Academic stress scores range from 34 to 140 with mean of 102.90, indicating high level of stress.

6.6 Table 6. Correlation between Academic Stress and Life Satisfaction

Correlations			
		Life Satisfaction	Academic Stress
Life Satisfaction	Pearson Correlation	1	-.348**
	Sig. (2-tailed)		.000
	N	100	100
Academic Stress	Pearson Correlation	-.348**	1
	Sig. (2-tailed)	.000	
	N	100	100
** Correlation is significant at the 0.01 level (2-tailed)			

● The above findings reveal a negative correlation between academic stress and life satisfaction($r=-0.348, p < .01$).

6.7 Table 7. Gender Differences in Academic Stress and Life Satisfaction among Students.

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Academic Stress	Female	50	101.04	22.559	3.190

	Male	50	104.76	24.976	3.532
Life Satisfaction	Female	50	17.26	4.681	.662
	Male	50	18.10	6.025	.852

For academic stress.

- Mean score for females is 101.40
- For males it is 104.76

For life satisfaction.

- Females are having mean of 17.26
- Males are having mean of 18.10

The above finding indicates that males are having slightly high academic stress and females are having slightly lower life satisfaction.

7 Discussion

This study assess the "The impact of academic stress on life satisfaction among young adults". The sample of 100 students was selected from different Institutions in Delhi-NCR.

The study aim to analyze the connection between academic stress and life satisfaction among the young adults and in relation to this negative hypothesis was established that there will be negative association between the academic stress and life satisfaction among young adults. The hypothesis was proven. Also, in the above mentioned studies it correlates that college students who are having high academic stress lower their life satisfaction.

The second objective states to determine that females are more likely to have lesser life satisfaction due to academic stress than males. According to the findings, it has been proven that females are having high academic stress than males due to which females are having lower life satisfaction. There are numerous studies also that supported the same as mentioned below:

Misra and McKean (2000) reported that females are having high academic stress, anxiety and lower life satisfaction as compared to males. Sulaiman et al. (2009) reported that females students experienced more stress compared to male students, due to being more emotional and sensitive.

8 Conclusion

The present study investigated the impact of academic stress on life satisfaction among the young adults from 18 to 25 years using quantitative correlational design. The findings highlight that academic stress and life satisfaction are having negative relationship, showing high academic stress leads to low life satisfaction. These results suggest that academic pressure can negatively affect the well-being of a student. The study adds to existing literature by confirming that academic stress is an important risk factor for reduced life satisfaction among young adults.

9 Limitation

The sample was collected only from the nearby colleges due to which the result do not fit every background as all have their different personalities and opinions.

10 Suggestion

Further studies are required to include random and large size samples from different regions to make the result more generalized.

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