Perceived Stress among Adolescents in Chennai Corporation Schools Across Demographic Variables

OPEN ACCESS

Manuscript ID:
ASH-2026-130410461

Volume: 13

Issue: 4

Month: April

Year: 2026

P-ISSN: 2321-788X

E-ISSN: 2582-0397

Received: 04.02.2026

Accepted: 20.03.2026

Published Online: 01.04.2026

Citation:
Hematharuna, V. and Waheeda Matheen. "Perceived Stress among Adolescents in Chennai Corporation Schools Across Demographic Variables." *Shanlax International Journal of Arts, Science and Humanities*, vol. 13, no. 4, 2026, pp. 89-98.

DOI:
https://doi.org/10.34293/sijash.v13i4.10461

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Abstract
The current study focuses on measuring perceived stress with respect to demographic variables among adolescents in Chennai's corporation schools. Perceived stress refers to how individuals perceive and respond to stimulus events and whether they have confidence or belief in their ability to cope with external stress (Cohen et.al.,1983). Adolescence is a time of change and transformation; however, the way adolescents cope with stress has a particularly significant impact on their psychological health (WHO, 2022). This study used a descriptive survey method. Data were collected from 500 students selected through systematic random sampling from the Chennai Corporation High Secondary Schools. The PSS-10, a self-reported scale for measuring the global level of perceived stress (Cohen et al., 1983), was used to collect data. The results showed significant differences in perceived stress by gender, father's educational level, and family income. Future studies should employ longitudinal designs to examine causal relationships and include more diverse samples to enhance their generalizability. Additionally, incorporating psychosocial variables and evaluating school-based interventions may provide deeper insights into stress and its management among adolescents.

Keywords: Perceived Stress, Demographic Variable, Chennai Corporation, Adolescents, Perceived Stress Scale (PSS-10), Mental Health, Socio-demographic Factors, School Students, India.

Introduction

Adolescence is a critical developmental period marked by rapid biological, psychological, and social change. During this transitional phase, individuals are required to adapt to increasing academic demands, evolving peer relationships, heightened self-awareness, and shifting family expectations, all of which may contribute to elevated stress (Steinberg, 2014). Therefore, adolescents may interpret everyday challenges as more stressful than adults, increasing their susceptibility to psychological distress (Compas et. al., 2017). In India, this period is marked by intense academic competition, parental and societal expectations, career pressures, and shifting family dynamics, all of which can shape adolescents' subjective stress experiences (Khanna et al., 2026). While these changes can foster growth and independence, they may also contribute to increased stress levels. Importantly, stress during adolescence is often subjective, shaped not only by external stressors but also by how adolescents perceive and interpret these demands; this subjective appraisal, commonly referred to as perceived stress, plays a central role in adolescents' emotional and behavioral adjustment, reflecting the degree to which individuals appraise their lives as unpredictable, uncontrollable, and overwhelming, a perception that may be intensified by rapid developmental changes and increasing academic and social demands (Cohen, Kamarck, & Mermelstein, 1983).

A growing body of research highlights the mediating role of coping in the link between stress exposure and mental health outcomes during this critical developmental stage (Meng et al., 2011; Seiffge-Krenke, 2000; Su et al., 2022). Perceived stress has been linked to lower optimism and self-concept, which in turn can negatively influence overall mental health among Indian adolescents (Boro et al., 2025). Qualitative evidence from urban Indian adolescents further underscores that family conflicts and academic pressure are central stressors reported in daily life, with adolescents expressing the need for greater psychosocial support (Patel et al., 2021). Government and corporation school students in Tamil Nadu have been identified as experiencing academic stress and associated psychological impacts such as depression and anxiety, with demographic factors like gender and grade level shaping stress outcomes(Jayanthi et al.,2015). Research in Chennai has shown a high prevalence of stress and related mental health concerns among adolescents in school, with significant associations between stress, sociodemographic factors, and mental well-being (Arulvendan et al., 2024; Omjasvin, 2025). Furthermore, pandemic-era research in Tamil Nadu found that perceived stress was linked to coping challenges among adolescents and young adults (Nanthini et al., 2023).

Existing research on perceived stress among adolescents often overlooks students from Chennai Corporation schools, a demographic representing socioeconomically disadvantaged backgrounds. Furthermore, a comprehensive, context-specific analysis that considers multiple demographic variables is lacking in Indian urban settings, particularly in Chennai. Given the lasting consequences of stress during this formative stage, understanding perceived stress among adolescents is of considerable importance, and more specifically, within the Indian sociocultural context, it is critical for both the identification of vulnerable youth and the development of culturally attuned interventions designed to cultivate resilience, enhance coping mechanisms, and support the holistic mental well-being of adolescents.

Review of Related Literature

Arulvendan et al. (2024) examined the prevalence and sociodemographic correlates of depression and anxiety among adolescents in Chennai. The study included 569 ninth-grade students and used standardized instruments such as the Patient Health Questionnaire-9 (PHQ-9), Generalized Anxiety Disorder-7 (GAD-7), Cohen's Perceived Stress Scale, and WHO-5 Well-Being Index. The findings revealed a high prevalence of anxiety (46.3%) and depression (39.6%) among the participants, indicating a substantial mental health burden among school-going adolescents. Multivariate analysis demonstrated that higher perceived stress and having a father employed in a blue-collar occupation were significant predictors of both anxiety and depression. These results underscore the role of psychosocial stress and socioeconomic factors in adolescent mental health and highlight the need for early identification and school-based mental health interventions in urban Indian settings

Steen et al. (2025) conducted a cohort study tracking individuals from ages 15 to 32 that suggests perceived stress follows distinct developmental trajectories from adolescence into early adulthood, with notable differences by sex and social status. The study found consistently higher stress levels among females during adolescence and early adulthood, although these differences diminished by early adulthood, as stress levels declined among women. Across all measures, low social status at age 15 years was strongly associated with persistently elevated stress over time. Group-based trajectory analyses further revealed that adolescents from lower social status backgrounds were significantly more likely to follow increasing or high-stress trajectories, underscoring the enduring influence of early social disadvantage on stress development.

Ghosh et al. (2024) conducted a cross-sectional study among school-going adolescents in the Agroha block of Haryana. This study examined the prevalence and sociodemographic determinants of perceived stress. Using the Perceived Stress Scale–10, this study assessed stress levels among 300 students from classes 8 to 12 enrolled in government senior secondary schools. The findings indicate that a substantial proportion of adolescents experience

moderate-to-high levels of perceived stress. The study concluded that sociodemographic factors such as age, gender, and educational level were significant determinants of perceived stress, emphasizing the role of contextual and demographic influences on adolescent stress.

Varsha and Jain (2023) investigated gender differences in perceived stress among adolescents studying in class 10 using the Perceived Stress Scale developed by Cohen et al. (1983). The study included a total of 60 students, 30 each male and female students. The results indicate that there is no significant difference between the levels of Perceived Stress among male and female adolescents. The mean indicates that there are greater levels of perceived stress in boys as compared to girls, which shows that caregivers and teachers must not neglect the stress faced by boys, although it may not be overtly expressed.

Menorah and Bhuyan (2023) conducted a comparative study of rural and urban populations in perceived stress among young adults aged 18 to 25 years using the Perceived Stress Scale developed by Cohen et al. (1983). The findings revealed a statistically significant difference between the two groups, with urban young adults reporting higher perceived stress than their rural counterparts. These results suggest that urban-related stressors, such as increased academic competition, media exposure, and social comparison, may contribute to elevated stress levels among young adults living in urban environments.

Gajula et al. (2021) conducted a cross-sectional study to assess perceived stress and psychological morbidity among adolescent school students in Hubli, Karnataka. The study included 311 students from government and private schools in the 9th and 10th grades. Perceived stress was assessed using the Perceived Stress Scale-10 (PSS-10), and psychological distress was measured using the General Health Questionnaire-12 (GHQ-12). The findings revealed that 63.7% of students experienced moderate stress, and 24.4% reported high stress levels. Psychological distress was highly prevalent, with over 93% of the participants showing some degree of distress. Higher stress levels were observed among 10th-grade students and those attending private schools. The study concluded that adolescents experience a substantial mental health burden and emphasized the need for early identification, school-based mental health services, and stress-management interventions.

Chang, Brown, and Wegener (2021) examined low-income overweight or obese mothers of young children and found that perceived stress significantly mediated the relationship between psychosocial factors, namely social support, emotional coping, and coping self-efficacy, and depressive symptoms. Mothers with greater social support and stronger coping resources reported lower perceived stress, which was associated with reduced depressive symptoms. However, autonomous motivation did not have a significant indirect effect on perceived stress. These findings highlight perceived stress as a critical intervention target for reducing depressive symptoms among low-income mothers by strengthening their psychosocial coping resources.

It is evident from the review that numerous studies have explored the perceptions of school students and adolescents in India and abroad. However, there appears to be a gap in research specifically focusing on perceived stress among students from Chennai Corporation schools. Most studies explored psychosocial variables and two or one sociodemographic variables, and the most common variables in these studies are age, gender, and social status. Recognizing this gap, the investigator was motivated to address this research gap and delve into measuring perceived stress based on other demographic variables such as family type, education level of the father and mother, occupational status of the father and mother including gender, and family income.

Rationale of the Study

Adolescence is a critical and vulnerable period characterized by rapid biological, cognitive, and social changes that intensify susceptibility to stress and psychological distress. In the Indian and South Indian contexts, research confirms that stress is common among school-going adolescents, often manifesting as sleep disturbances, academic overload, and other mental health challenges. Students in public school systems face intense

academic pressure driven by high family and societal expectations, a competitive examination culture, and often limited access to adequate mental health resources. Sociodemographic variables also significantly influenced stress levels. Prevalent studies in Indian school settings consistently highlight that factors such as age, gender, parental occupation, and socioeconomic status are associated with adolescents' perceived stress and overall mental health outcomes. Chennai Corporation schools cater to a socioeconomically diverse student population. These students often confront a distinct set of stressors, including financial constraints, academic competition, and family pressures, which may differ from those experienced in private school settings. A focused study on perceived stress in this specific context, based on demographic variables, contributes to the stress experiences of these young people. The Greater Chennai Corporation's initiative to increase the deployment of school counsellors acknowledges the need for student mental health support, suggesting that systematic stress assessment can effectively guide these efforts (The Times of India). While research exists in other parts of India, mostly focusing only on gender-related differences, there remains a critical gap in focused studies specifically examining perceived stress levels and other demographic correlates among adolescents in Chennai Corporation schools. Addressing this gap will provide regionally relevant evidence necessary to inform policies, school mental health programs, and tailored interventions. Therefore, it is timely to conduct an empirical study on perceived stress based on important sociodemographic variables among Chennai Corporation high schools.

Operational Definition of Concepts

Perceived Stress: Perceived stress refers to how individuals perceive and respond to stimulus events and whether they have confidence or belief in their ability to cope with external stress.

Chennai Corporation High School: In the present study, Chennai Corporation High School students are students studying in the 8th and 9th standards in corporation schools.

Demographic Variables: In the present study, perceived stress is measured across seven demographic variables

Gender: In the present study, gender refers to two categories of students based on their biological differences, that is, boys and girls.

Family Type: In this study, family type refers to two categories of students based on their biological differences, that is, nuclear and joint.

Educational Level of the Father: The educational level of the father is categorized as illiterate, school level, and college level.

Educational Level of the Mother: The educational level of the mother is categorized into three categories: illiterate, school level, and college level.

Occupational Status of the Father: For the purpose of the study, the occupational status of the father refers to two categories of students based on their employment status, that is,employed and unemployed.

Occupational Status of the Mother: The occupational status of the mother refers to employment and unemployment.

Monthly Income of the Family: In the present study, the monthly net income of an urban family refers to the money the family earned in a period of one month, based on BG Prasad's socioeconomic status classification for April 2023, and the consumer price index of the working class in the year 2023. Below 1323 (lower class),1323- 2647(lower middle class), 2647-4410 (middle class), 4411-8821(upper middle class), and Above & equal to 8822 (upper class)

Objectives of the Study

The objective of the study was to measure the perceived stress of adolescents in Chennai Corporation High Schools based on demographic variables: gender, family type, education level of father/mother, occupational status of father/mother, and family income.

Hypotheses of the Study

The study tests seven null hypotheses, namely, that there is no significant difference between adolescents of Chennai Corporation High School in their perceived stress in the background of their demographic variables, such as gender, family type, educational level of the father, educational level

of the mother, occupational status of the father, occupational status of the mother, and monthly family income.

Research Methodology

This study applies an analytical research framework to compare the status and differences in adolescents' perceived stress in Chennai Corporation High Schools in the context of demographic variables. Analytical research involves describing and recording existing conditions, interpreting data and results, and applying inferential statistics to draw conclusions.

Sampling

A sample of 500 students was used for this study. The study sample was selected through systematic random sampling from the Chennai Corporation High Schools.

Table 1 Socio-demographic Profile of the Selected Subjects

Variables	Sub-category	Number	(%)
Gender of the participants	Male	132	26.4
	Female	368	73.6
Family Type	Nuclear	359	71.8
	Joint	141	28.2
Educational Level of the Fathers	Illiterate	65	13.0
	School Level	400	80.0
	College Level	35	7.0
Education Level of the Mothers	Illiterate	83	16.6
	School Level	380	76.0
	College Level	37	7.4
Fathers' Occupational Status	Employed	455	91.0
	Unemployed	45	9.0
Mothers' Occupational Status	Employed	359	71.8
	Unemployed	141	28.2
Monthly Income of the Family in Rupees	Below 1323	60	12.0
	1323- 2647	70	14.0
	2647-4410	163	32.6
	4411-8821	113	22.6
	Above 8821	94	18.8

Tools Used in the Study

The Perceived Stress Scale-10 (PSS) was used to measure perceived stress. This is a self-reported, standardized scale that assesses the global level of perceived stress (Cohen et al., 1983). This scale is designed to measure "the degree to which an individual appraises situations in their lives as stressful" (Cohen et al., 1983). The PSS items assess the extent to which an individual believes that their life has been unpredictable, uncontrollable, and overloaded over the previous month. The PSS–10 scale demonstrated high internal consistency, as determined by a Cronbach's alpha of 0.78 (Cohen & Williamson, 1988). The scale has good convergent and predictive validity with respect to life events, depression, anxiety, and physical and mental health.

Ethical Considerations

Prior permission was obtained from school authorities, and informed consent from parents and assent from students were secured before the data collection. Participation was voluntary, with assurances of confidentiality and anonymity. Data were collected solely for research purposes, ensuring that no harm was done to the participants.

Statistical Analysis Techniques

The choice of statistical tests was guided by the data normality, research design, and nature of the variables.

Independent-samples t-test: This test was used to examine the influence of dichotomous demographic variables (e.g., gender, family type, father's occupation, and mother's occupation) on perceived stress. This allowed for a comparison of the mean scores between the two independent groups.

One-Way Analysis of Variance (ANOVA): For demographic variables with more than two categories (e.g., family income, father's education, and mother's education), one-way ANOVA was used to determine whether there were statistically significant differences in the mean scores of perceived stress.

Bonferroni Post-hoc Analysis: When a one-way ANOVA yielded a statistically significant result, Bonferroni post-hoc analysis was applied as a post-hoc test to determine which specific group differed from each other.

Analysis and Interpretation of Data

Hypothesis 01

H_{01} - "There is no significant difference between adolescent male and female students of Chennai Corporation High Schools in their perceived stress."

Table 2 Mean, SD, and Critical Ratio of Gender with Respect to Perceived Stress

Group	Mean	SD	t - test	P value
Girls (n = 368)	22.26	5.11	-3.071	0.02**
Boys (n = 132)	20.64	5.44		

**Sig<0.01

Table 2 indicates that gender significantly influenced perceived stress (M = 22.26, SD=5.11 for girls), (M=20.64, SD =5.44 for boys) (p<0.02). This suggests significant differences in perceived stress between girls and boys in Chennai Corporation High Schools. The findings imply that girls exhibit a higher level of perceived stress compared to boys. Hence, the null hypothesis 01 "There is no significant difference between adolescent male and female students of Chennai Corporation High Schools in their perceived stress,"

Hypothesis 02

H_{02} - "There is no significant difference between adolescents of Chennai Corporation High Schools in perceived stress belonging to different family types."

Table 3 Mean, SD, and Critical Ratio of Family Type with Respect to Perceived Stress

Group	Mean	SD	t - test	P value
Nuclear family (n = 359)	22.17	5.07	2.323	0.21 NS
Joint family (n= 141)	20.97	5.60		

Table 3 indicates that family type did not significantly influence perceived stress (M = 22.17, SD = 5.07 for nuclear) and (M = 20.97, SD = 5.60 for joint) (p < 0.21). This suggests that there are no significant differences between the nuclear and joint families at Chennai Corporation High School in perceived stress. Hence, the null hypothesis 02, "There is no significant difference between adolescents of Chennai Corporation High School in perceived stress based on the family type," is accepted.

Hypothesis 03

H_{03} - "There is no significant difference between adolescents of Chennai Corporation High School in their perceived stress based on the educational level of the father."

Table 4 One-way Analysis of Variance - Influence of the Fathers' Educational Level on Perceived Stress among Chennai Corporation School Students (N=500)

Group	Mean	SD	F Value	P Value	Post-Hoc
Illiterate (n=65)	23.20	4.76	17.531	<.0001***	A≠B A>C* B>C*
School level (n=400)	22.02	5.02			
College level (n=35)	17.14	6.24			

***Sig<0.001

Table 4 indicates that fathers' educational level had a significant influence on perceived stress among adolescents (F (2, 497) = 17.531, p <.001). The mean perceived stress scores were higher among adolescents with illiterate (M = 23.20, SD = 4.76) and school-level-educated fathers (M = 22.02, SD = 5.02) than among those with college-level-educated fathers (M = 17.14, SD = 6.24). Bonferroni post-hoc analysis revealed significant differences between all groups, with adolescents of college-educated fathers reporting significantly lower perceived stress than those of illiterate and school-level fathers. These findings suggest that higher paternal educational attainment is associated with reduced perceived stress in adolescents. Hence, null hypothesis 03, "There is no significant difference between adolescents of Chennai Corporation High School in perceived stress based on the education level of fathers," is rejected.

Hypothesis 04

H_{04} - "There is no significant difference between adolescents of Chennai Corporation High School in perceived stress based on the educational level of mothers."

Table 5 One-way Analysis of Variance - Influence of the Mothers' Educational Level on perceived stress among Chennai Corporation School Students (N=500)

Group	Mean	SD	F Value	P Value	Post-Hoc
Illiterate (n=65)	23.20	4.76	17.531	<.0001***	A≠B A>C* B>C*
School level (n=400)	22.02	5.02			
College level (n=35)	17.14	6.24			

NS- Not significant

Table 5 shows that mothers' educational level did not significantly influence perceived stress (M = 22.84, SD = 5.32 for illiterate), (M = 21.74, SD = 5.10 for school level), (M = 20.56, SD = 6.22 for college level) ($p < 0.069$). Therefore, there was no significant difference among the three groups with respect to mothers' education levels. Hence, null hypothesis 04, "There is no significant difference between adolescents of Chennai Corporation High School in perceived stress based on the education level of mothers," is accepted.

Hypothesis 05

H_{05} - "There is no significant difference between adolescents of Chennai Corporation High School in perceived stress based on the father's occupational status."

Table 6 Mean, SD, and Critical Ratio of Fathers' Occupational Status with Respect to Perceived Stress (N=500)

Group	Mean	SD	t - test	P value
Employed (n = 455)	21.81	5.02	-0.365	0.715 NS
Unemployed (n = 45)	22.11	7.23		

NS- Not significant

Table 6 shows that fathers' occupational level has not significantly influenced perceived stress (M =21.81, SD =5.02 for employed), (M =22.11, SD =7.23 for unemployed), (p=0.715). Therefore, there was no significant difference in perceived stress between adolescents with employed and unemployed fathers. Hence, the null hypothesis 05, "There is no significant difference between adolescents of Chennai Corporation High School in perceived stress based on the father's occupational status,"- is accepted.

Hypothesis 06

H_{06} - "There is no significant difference between adolescents of Chennai Corporation High School in perceived stress based on the mother's occupational status."

Table 7 Mean, SD, and Critical Ratio of Mothers' Occupational Status with Respect to Perceived Stress (N=500) (Independent Sample t Test)

Group	Mean	SD	t - test	P value
Employed (n = 359)	21.79	5.06	-0.319	0.715 NS
Unemployed (n = 141)	21.95	5.72		

NS- Not significant

Table 6 shows that mothers' occupational status did not significantly influence perceived stress (M =21.79, SD = 5.06 for employed); (M = 21.95, SD =5.72 for unemployed mothers) (p= 0.715). Therefore, there was no significant difference in perceived stress between adolescents with employed and unemployed mothers. Hence, null hypothesis 06, "There is no significant difference between adolescents of Chennai Corporation High School in perceived stress based on the mothers' occupational status, is accepted.

Hypothesis 07

H_{07} - "There is no significant difference between adolescents of Chennai Corporation High School in perceived stress based on the monthly family income."

Table 8 One-way Analysis of Variance - Influence of the Monthly Family Income on Perceived Stress among Chennai Corporation School Students (N=500)

Group	Mean	SD	F Value	P Value	Post-Hoc
Below 1323 (n= 60)	22.98	5.70	5.628	<.0001***	A=B A=C A>D* A=E B=C B>D* B>E* C>D* C=E
1323- 2647 (n=70)	23.17	4.89			
2647-4410 (n=163)	22.44	4.80			
4411-8821 (n=113)	20.44	5.14			
More than 8821 (n=94)	20.73	5.55			

***Sig<0.001

Table 8 indicates that monthly family income significantly influenced adolescents' perceived stress ($p < .001$). The mean perceived stress scores were higher among the lower class ($M = 22.98$, $SD = 5.70$), lower middle class ($M = 23.17$, $SD = 4.89$), and middle class ($M = 22.44$, $SD = 4.80$) than among the upper middle class ($M = 20.44$, $SD = 5.14$) and upper class ($M = 20.73$, $SD = 5.55$). Bonferroni post hoc analysis revealed no significant differences among the lower-, lower-middle-, and middle-income groups. However, adolescents from the upper-middle-class group differed significantly from those in the lower-, lower-middle-, and middle-income groups, and a significant difference was also observed between the lower- and upper-class groups. Overall, adolescents from higher income groups reported lower perceived stress levels. Hence, null hypothesis 07, "There is no significant difference between adolescents of Chennai Corporation High School in perceived stress based on the monthly family income," is rejected.

Findings of the Study

There is a significant difference between adolescents of Chennai Corporation High School in perceived stress based on gender, and girls exhibit a higher level of perceived stress than boys.

There is no significant difference between adolescents of Chennai Corporation High School in perceived stress based on family type.

There was a significant difference between adolescents of Chennai Corporation High School in perceived stress based on the educational level of the father, and adolescents with college-level fathers showed lower scores in perceived stress compared to other education level groups.

There was no significant difference between the perceived stress of adolescents in Chennai Corporation High School based on the education level of the mother.

There was no significant difference between the perceived stress of adolescents in Chennai Corporation High School based on the occupational status of the father.

There is no significant difference between the perceived stress of adolescents in Chennai Corporation High School based on the occupational status of the mother.

There was a significant difference in perceived stress among adolescents of Chennai Corporation High School based on monthly family income, and adolescents from the upper-middle-class and upper-class income groups showed lower scores in perceived stress compared to other income groups.

Implication of the Study

The findings of this study have several key implications for intervention, policy, and future research.

Tailored School-Based Mental Health Programs

The significant variation in perceived stress across demographic groups necessitates the development of mental health programs within schools that are customized to students' sociodemographic backgrounds. Schools should integrate stress management training, life skills education, and workshops on coping strategies, focusing efforts on groups identified with elevated stress levels.

Gender-Sensitive Counselling and Support

Recognized gender differences in perceived stress highlight the need for intervention and counselling strategies that are sensitive to gender-specific needs.

Educators and school counselors require training to identify unique gender-specific stressors and offer appropriate psychological support to adolescent students.

Enhancing Supportive Family Environments

The association between family factors (type, parental education, and occupation) and adolescent stress underscores the crucial role of the home environment. Initiatives such as parent education and family counselling can be implemented to foster supportive home settings and strengthen adolescents' coping mechanisms.

Prioritizing Resources for Socioeconomically Disadvantaged Students

The link between family income and perceived stress demonstrates the impact of socioeconomic disadvantage on adolescents' mental well-being. Policymakers and educational authorities should leverage these results to allocate mental health resources and support services, prioritizing students from lower-income families.

Routine Screening and Early Intervention

This study confirms the Perceived Stress Scale-10 (PSS-10) as a valuable and effective screening tool in educational settings. Implementing routine stress screening can facilitate the early identification of at-risk adolescents, enabling timely preventive interventions.

Conclusion

The findings indicate that selected sociodemographic variables—namely, gender, father's educational level, and monthly family income—significantly influenced perceived stress among adolescents in Chennai Corporation Higher Secondary Schools. In contrast, variables such as family type, mother's educational level, and parental occupational status (both father and mother) did not significantly influence adolescents' perceived stress levels. Future research should adopt longitudinal designs to examine the causal relationships and changes in perceived stress over time.

Expanding the sample to include adolescents from diverse socio-cultural and educational settings will enhance generalizability. Additionally, incorporating psychosocial variables such as coping strategies, resilience, academic pressure, and peer influence may provide a more comprehensive understanding of stress among nursing students. There is also a need for intervention-based studies focusing on school-based mental health programs and life skills training to identify effective strategies for reducing perceived stress among adolescents.

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