



A Study On Time And Stress Management Among Law Students Balancing Academics And Internships

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Abstract – This study investigates the challenges faced by law students in managing academic commitments alongside internship responsibilities, with a particular focus on the sources and impacts of academic stress and the effectiveness of time management strategies. Utilising both primary survey data and reviews of contemporary research literature, the analysis identifies that heavy workloads, frequent deadlines, and insufficient institutional support are primary contributors to elevated stress levels among law students. The findings indicate that students who employ structured time management techniques such as planners and task lists and those with access to supportive mentors and counselling resources, experience reduced stress and greater overall well-being. The study emphasises the need for law institutions to offer flexible deadlines, improved access to mentorship, and dedicated mental health resources. These interventions are crucial for promoting student success, fostering resilience, and enhancing the overall quality of legal education. The results underscore the need for institutional support systems, such as academic counselling, stress management workshops, and flexible internship coordination, to enhance student well-being and performance. The study concludes that time management training and psychological resilience-building should be integrated into the legal education curriculum to promote holistic professional development.

Keywords – Law students, Academic stress, Time management, Internships, Mental health, Legal education, Institutional support systems, Academic counselling, Stress management workshops, Flexible internship coordination, Student well-being, Student performance, Time management training, psychological resilience, Holistic professional development..

I. INTRODUCTION

The legal profession plays a pivotal role in shaping the lives and careers of law students. They are often required to effectively manage both academic responsibilities and internship commitments, which together contribute to their holistic development. Academic learning gives them a strong theoretical foundation, while internships offer invaluable practical exposure to the functioning of courts and legal institutions. However, balancing these two aspects poses significant challenges. Students frequently encounter difficulties such as adhering to academic deadlines and completing assignments, while simultaneously undertaking professional tasks like filing petitions, obtaining copies of documents, and assisting senior advocates in various procedural matters.

This creates a constant cycle of stress, where time mismanagement leads to academic pressure, which in turn intensifies mental fatigue, ultimately impairing both spheres of performance. Therefore, this research is designed to study the issue empirically by gathering first hand data from law students about their experiences in managing time and stress. It aims to understand how students prioritise their tasks, what specific factors contribute to stress and to balance them. This study focuses to attempt to highlight the unique struggles of this group and provide practical recommendations for both students and institutions to ensure better outcomes in terms of academic achievement, professional readiness, and personal well-being. 2

Statement of problem:

The journey of becoming a lawyer is not confined to classroom learning alone; it requires students to constantly

engage with both academic rigour and professional exposure. Law students are expected to master theoretical concepts through lectures, assignments, and examinations, while also participating in practical exercises such as moot courts, legal aid activities, and in particular, internships. However, the increasing emphasis on internships during legal education has added significant pressure on student, who are often left struggling to divide their time between completing academic requirements and meeting the expectation of their internship supervisors. This dual responsibility leaves them with limited space for personal care, relaxation, or recreation, thereby intensifying stress and affecting overall life.

2 Bartholomew, C. P. (2013). An empirical analysis of law student time management deficiencies. University of Cincinnati Law Review, 82(1), 201-231.

II. REVIEW OF LITERATURE

Sharma, Iyer & Rao (2018) studied time budgeting and perceived stress among law undergraduates juggling internships. Their objective was to test whether structured weekly planning reduces stress during internship months. Keywords and factors included time- blocking, workload, semester stage, commute time and family support. The study used a primary online questionnaire (n=212) with PSS-10 and the Time-Management Behaviour Scale and applied regression analysis. They found that better planning predicts lower stress, especially in peak assessment weeks, and concluded weekly planning training is recommended.

Martinez et al. (2019) examined sleep hygiene during internship-heavy semesters for law students. The objective was to test whether sleep quality mediates the relationship



between internship hours and academic strain. Keywords and factors were sleeping quality, internship hours, caffeine use and deadlines. The method was a primary survey (n=184) using the Pittsburgh Sleep Quality Index and mediation analysis. Findings showed internship hours led to poorer sleep which increased stress, concluding that sleep workshops and capped late- evening shifts help.

Okafor, Singh & Patel (2020) investigated digital distraction and time loss among law interns. The objective was to quantify the impact of phone and social media use on study time and stress. Keywords and factors included notifications, app blocking, focus intervals and self-control. They used a primary diary plus questionnaire (n=156), measured Pomodoro adherence and performed path modelling. Results indicated that notification control and 25–5 focus cycles reduced stress by recovering study hours, so adopting focused work intervals is advised.

Chandran et al. (2020) analysed role overload and coping styles during terms with moots and internships. The study aimed to identify coping strategies that buffer role overload. Keywords and factors were problem-focused coping, avoidance, peer mentoring and role conflict. The method was a primary survey (n=201) using the COPE inventory and hierarchical regression.

Khan, Bose & Lim (2021) explored how commute time to chambers affects time management strain. The objective was to assess whether long commutes erode effective study hours. Keywords and factors included commute length, transport mode, audio learning and schedule flexibility. The study used a primary questionnaire (n=173), time-use mapping and ANCOVA. Findings showed commutes over 60 minutes reduced study time, with audio learning partially offsetting losses, concluding remote days and flexible schedules help.

Hernandez et al. (2021) evaluated semester planning workshops and their effect on stress and grades for law students. The objective was to measure workshop efficacy on stress reduction and GPA improvement. Keywords and factors were planning literacy, calendarization and syllabus mapping. They conducted a primary pre/post survey (n=120) using PSS-10 and GPA tracking with t-tests. Results showed workshops lowered stress and modestly raised GPA, concluding booster sessions mid-term are useful.

Zhou, Mehta & Roy (2022) investigated financial pressure from part-time work alongside internship loads. The objective was to explore how income-seeking work adds to stress for law students. Keywords and factors included socioeconomic status, stipend, hours and debt anxiety. The method was a primary survey (n=198) using a Financial Strain Scale and structural equation modelling. Findings showed financial strain amplified the internship-stress link and concluded stipends or micro-grants mitigate stress.

Da Silva et al. (2022) tested mindfulness micro-practices between tasks for law interns. The objective was to see if 3-

minute mindfulness breaks improve time perception and reduce stress. Keywords and factors were mindfulness, micro-breaks, attentional reset and rumination. The study was a primary randomized controlled trial (n=110) using PSS-10 and time-on-task logs with ANOVA. They found micro-practices improved perceived time control and reduced stress, concluding micro-break adoption is feasible and helpful.

O'Connor, Nair & Gupta (2022) studied how supervisor expectations clarity impacts student time waste and stress in internships. The objective was to link clarity of deliverables to rework time and stress. Keywords and factors included briefs, feedback latency, role clarity and task batching. The method used a primary survey (n=167) with a Role Clarity Scale and regression analysis. Findings showed clear briefs and fast feedback reduced rework and stress, concluding onboarding checklists are recommended.

Kim et al. (2023) compared technology aids like calendars and task apps with study-work balance outcomes. The objective was to see whether app adoption correlates with lower stress and better time management. Keywords and factors were digital calendars, priority matrices, reminders and sync. They used a primary questionnaire (n=246), created a tech-use index and performed cluster analysis. Results indicated high adopters had less last-minute rush and lower stress, concluding training increases benefits for low adopters.

Amin, Patel & Verma (2023) examined whether structured peer study groups protect study time during internships. The objective was to assess the protective effect of peer accountability and scheduled meetings. Keywords and factors included accountability, shared notes, scheduled meets and group norms. The study used a primary survey (n=158) with a group cohesion scale and mixed models. Findings showed weekly peer check-ins preserved study hours and reduced stress, concluding faculty-facilitated group formation helps.

Rahman et al. (2023) analysed perfectionism and deadline slippage in law coursework. The objective was to test whether maladaptive perfectionism affects time use and stress via procrastination. Keywords and factors were standards, fear of mistakes, drafts count and feedback seeking. They used a primary survey (n=190) with the Frost Multidimensional Perfectionism Scale and mediation analysis. Findings showed perfectionism increased procrastination and missed deadlines which raised stress, concluding training in “good-enough drafts” is advisable. Bianchi, Desai & Kumar (2024) compared block versus spread internship scheduling and their stress effects. The objective was to assess whether concentrated block internships or spread internships better balance academic stress. Keywords and factors included scheduling model, workload clustering and recovery days. The method was a primary quasi-experiment (n=132) using time-diaries and difference-in-differences. Results indicated block models



lowered in-term stress but raised peak fatigue, concluding a hybrid scheduling model is optimal.

Nguyen et al. (2024) explored gendered time burdens in law internships. The objective was to identify differential stress drivers across genders, including domestic duties and commute safety. Keywords and factors included household duties, safety/commute and mentorship access. The study used a primary survey (n=225) with multi-group structural equation modelling. Findings showed additional domestic load and safety concerns increased stress for women, concluding targeted supports and flexible arrangements are needed.

Fernando, Jain & Ali (2024) assessed how internship quality (meaningful tasks vs. clerical work) affects stress and academic outcomes. The objective was to determine whether task quality changes time use and stress. Keywords and factors were task variety, autonomy, learning value and rework. They used a primary survey (n=176) with an internship quality index and OLS regression. Findings showed high-quality, well-scoped tasks reduced stress and improved grades, concluding setting learning objectives upfront is important.

III. RESEARCH DESIGN

Research design is the plan for achieving objectives and answering research questions. It outlines how to get the relevant information. Its goal is to design research questions and provide decision-making insights.

a) Objectives of the Research:

- To examine how law students manage their time while balancing academic commitments and balancing both.
- To identify the major sources of stress faced by law students in managing both academics and internships.
- To analyse the relationship between effective time and stress management among law students
- To suggest practical measures for students and institutions to improve time and stress management.³

b) Statement of Hypothesis:

The Law students who practice effective time management experience lower levels of stress compared to those with poor time management skills. Academic workload and internship responsibilities significantly contribute to increased stress levels among law students. Institutional support (such as counselling, flexible deadlines, and mentorship) positively influences stress reduction and time management.

c) Type of Research:

3 Time management and academic stress in Lima university students. International Journal of Higher Education, 9(9), 32–41

1. Based on Purpose:

Applied research:

This research focuses on the topic “Time and Stress Management among Law Students in Balancing both Academics and Internships.” The main purpose of this study is to identify the real-life problems faced by law students while managing both and to suggest practical strategies and Institutional reforms to support them. By analysing how law students handle time constraints, academic pressure, and work stress. The findings will also benefit upcoming students by guiding them toward effective stress-coping and time-management techniques.

2. Based on methodology:

Mixed Method Study:

This research follows a mixed-method approach, combining both Quantitative and Qualitative techniques. Quantitative data was collected from 101 respondents through a structured google form survey to obtain measurable insights about their routines, workloads and stress levels. Alongside, qualitative data was gathered from open-ended responses, where students shared personal experiences, emotional struggles, and coping mechanisms.

3. Based on Research Environment:

Field Research:

The data for this study was collected directly from the natural setting of the respondents their academic institutions and internships workplaces. Through Google Form surveys and informal interactions, the researcher obtained information from different colleges under Tamil Nadu Dr. Ambedkar Law University (TNDALU) and other colleges. This field-based research approach captures the real challenges students faces daily.

4. Types of Data:

• Primary Data:

The Primary data was collected through a structured questionnaire distributed to law students via Google Forms. A total of 101 responses were received. The questionnaire included both multiple choice and descriptive questions covering areas such as time spent on internships, travel duration, academic workload, and challenges faced. The responses provide firsthand information that directly supports the study's objectives.

• Secondary Data:

The secondary data was obtained from various sources such as from journals and websites. The data gathered from these sources highlight:

- Increasing academic pressure among law students.
- The psychological effects of multitasking on learning outcomes.
- Lack of structured internship support systems.
- The importance of mentorship and flexible academic policies.

These secondary materials helped in validating and strengthening the findings of the primary research.



5. Sample size:

The research includes a sample size of 101 respondents, all of whom are law students pursuing different years of study (1st to 5th year) under the Tamil Nadu Dr. Ambedkar law university and its affiliated colleges. The sample size is adequate to represent a wide range of student experiences and perceptions related to balancing academics and internships.

6. Sampling Techniques:

The study uses non- probability sampling, specifically the convenience sampling method. Respondents were selected based on their availability and willingness to participate in the online survey. Since the research specifically focuses on law students engaged in internships, this method ensured that only relevant participants were included.

Population: Law students pursuing undergraduate and postgraduate courses in Tamil Nadu.

Sample size:101 respondents.

Rationale: The convenience sampling method was chosen as it allows easy access to participate through online platforms and ensures efficient data collection within a limited time.

Advantages:

- Quick and efficient data collection from a large group.
- Easy access to the target population (law students).

Disadvantages:

- May not fully represent all law students, as responses due to differences in academic and personal backgrounds.
- Possibility of biased responses due to differences in academics and personal backgrounds.

6. Research gap:

The previous studies have largely focused on general academic stress among college students or the legal professions professional pressures, but there is a significant lack of research specifically addressing the dual challenges of managing academics and internships among law students. This study aims to fill that gap by exploring:

- How students allocate time between classes, assignment, and internships.
- The psychological and physical strain caused by multitasking.
- The effects of travel and workload on sleep and productivity.
- Coping mechanisms students use to handle stress and time pressure.

The existing literature does not provide detailed insight into the unique struggles of law students, who are expected to excel both theoretically and practically. Hence, this research provides in-depth analysis and suggestions to promote better academic-internship balance and mental well-being among law students.

7. Data Analysis and Interpretation

CHART NO 7.1 SHOWING GENDER OF THE RESPONDENTS

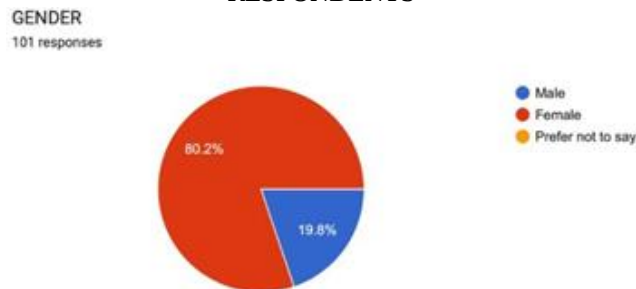


TABLE NO 7.1 SHOWING RESPONDENTS BASED ON GENDER

Provides the gender-wise classification of respondents, showing the predominance of female respondents in the study.

Gender	Number of Respondents	Percentage (%)
Male	20	19.8%
Female	81	80.2%
Prefer not to say	0	0%
Total	101	100%

Interpretation:

The data reveals that most of the respondents are female 80.2%, while 19.8% are male. This indicates that female participation in this significantly higher, suggesting an active involvement of women students in both academics and internships.

CHART NO 7.2 SHOWING THE STREAM OF RESPONDENTS

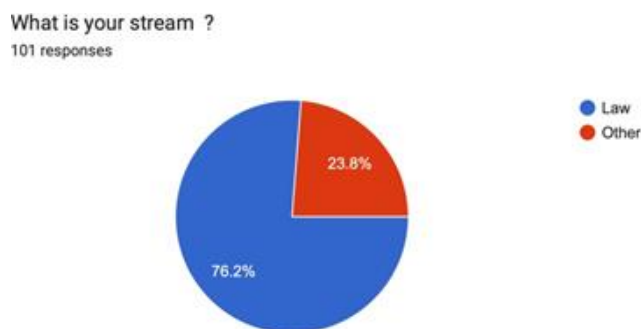


TABLE NO 7.2 SHOWING THE STREAM OF RESPONDENTS



Displays the distribution of respondents by their field of study, confirming the focus on law students.

Stream	Number of Respondents	Percentage (%)
Law	77	76.2%
Other	24	23.8%
Total	101	100%

Interpretation:

A majority of 76.2% of the respondents belong to the law stream, whereas 23.8% belong to other fields. This shows that most respondents are law students, aligning with the research focus on balancing and internships among law students.

CHART NO 7.3 SHOWING THE LEVEL OF RESPONDENTS

What is your level of study?

101 responses

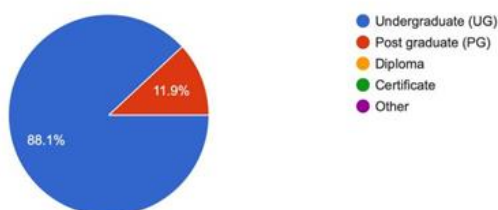


TABLE NO 7.3 SHOWING THE LEVEL OF RESPONDENTS

Presents the educational level of respondents, with the majority being undergraduates.

Level	Number of Respondents	Percentage (%)
Undergraduate (UG)	89	88.1%
Postgraduate (PG)	12	11.9%
Diploma	0	0%
Certificate	0	0%
other	0	0%
Total	101	100%

Interpretation:

The results show that 88.1% of respondents are undergraduates, while 11.9% are Postgraduates. This reflects that undergraduate students from the dominant group in this survey, highlighting their struggle to balance classroom learning and internships.

CHART NO 7.4 SHOWING THE YEAR OF RESPONDENTS

YEAR

101 responses

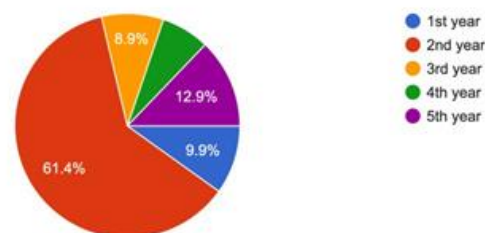


TABLE NO 7.4 SHOWING THE YEAR OF RESPONDENTS

Summarises the year of enrolment of respondents, indicating active participation from second- year students.

Year	Number of Respondents	Percentage (%)
I	10	9.9%
II	62	61%
III	9	8.9%
IV	7	6.9%
V	13	12.9%
Total	101	100%

Interpretation:

Most respondents are from second year with 61.4% Followed by fifth year with 12.9%. This indicates that students in their middle years of study are the most actively engaged in internships, likely because of curriculum requirements and practical exposure needs.

CHART NO 7.5 SHOWING THE SIBLING STATUS OF RESPONDENTS

Are you a single child?

101 responses

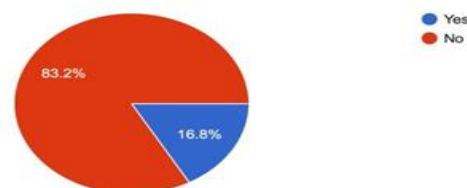


TABLE NO. 7.5 SHOWING THE SIBLING STATUS OF RESPONDENTS

Shows whether respondents have siblings, contributing to understanding personal responsibilities affecting time management.

Response	Number of Respondents	Percentage (%)
Yes	17	16.8%
No	84	83.2%
Total	101	100%

Interpretation:



The data reveals that 83.2% of respondents have siblings, while 16.8% are single children. This may imply that students from larger families could have additional responsibilities apart from academics and internships.

CHART NO 7.6 SHOWING THE MODE OF TRANSPORT OF THE RESPONDENTS

MODE OF TRANSPORT
101 responses

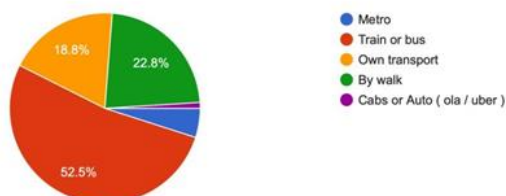


TABLE NO 7.6 SHOWING THE MODE OF TRANSPORT OF THE RESPONDENTS

Lists the types of transportation used by students, which influences their travel time and daily schedules.

Mode of Transport	Number of Respondents	Percentage (%)
Metro	5	5%
Train/Bus	53	52.5%
Own Transport	19	18.8%
By Walk	23	22.8%
Cab/Auto	1	1%
Total	101	100%

Interpretation:

The majority 52.5% of students commute by train or bus, followed by walking 22.8% and own transport 18.8%. This shows that public transport plays a crucial role students' daily routine and may contribute to their time and stress management issues.

Duration of Travel 101 responses

TABLE NO 7.7 SHOWING THE DURATION OF TRAVEL

Details the average time students spend commuting daily, an important factor affecting productivity and Fatigue.

Duration of Travel	Number of Respondents	Percentage (%)
Less than 30 minutes	24	23.8%
30 minutes-1hour	37	36.6%
1-2 hours	28	27.7%
More than 2 hours	12	11.9%
Total	101	100%

Interpretation:

The data reveals that most of the students 36.6% travel between 30 minutes to 1 hour daily, while 27.7% travel for 1–2 hours. About 23.8% have shorter travel times under 30 minutes, and 11.9% travel over 2 hours. This shows that long commutes add to students' stress and reduce time for rest and academics.

Name of your institution?

TABLE NO 7.8 SHOWING THE INSTITUTIONS OF RESPONDENTS

Outlines the academic institutions represented in the study, showing dominance of SOEL students.

Institution	Number of Respondents	Percentage (%)
SOEL	72	71.3%
Other law colleges	18	17.8%
Non-Law colleges	11	10.9%
Total	101	100%

Interpretation:

The majority 71.3% of respondents study at School of Excellence in Law. Around 17.8% are from other law colleges while 10.9% belong to non-law institutions. This shows that the study mainly represents Law students, aligning well with the research focus on academic and internship balance.

CHART NO 7.9 SHOWING THE HOURS SPENT PER WEEK ON THE ACADEMIC WORKS OF THE RESPONDENTS

How many hours per day you dedicate to academic works ?
101 responses

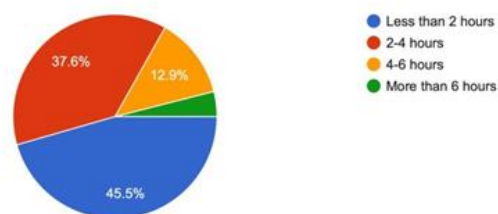


TABLE NO 7.9 SHOWING THE HOURS SPENT PER WEEK ON ACADEMIC WORKS OF THE RESPONDENTS

Depicts the weekly duration of students dedicate to academic works, reflecting varying levels of professional engagement.

Hours per week	Number of Respondents	Percentage (%)
Less than 5 hours	26	25.7%
5-10 hours	28	27.7%



10-20 hours	30	29.7%
More than 20 hours	17	16.9%
Total	101	100%

Interpretation:

Nearly 30% of respondents spend 10-20 hours per week on internships, while another 27.7% dedicate 5-10 hours. This indicates a moderate commitment level, with most students managing internships alongside studied for limited hours weekly.

CHART NO 7.10 SHOWING THE FREQUENCY OF ACADEMIC DEADLINES OF RESPONDENTS

How often do you have academic deadlines (projects, assignments) ?

101 responses

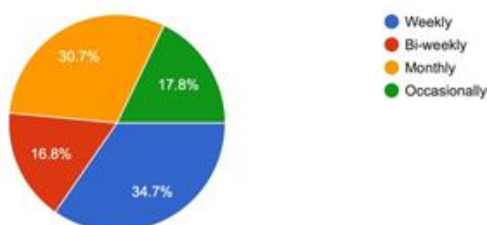


TABLE NO 7.10 SHOWING THE FREQUENCY OF ACADEMIC DEADLINES OF RESPONDENTS

Summarises how often students encounter deadlines, linking to their overall stress levels.

Days	Number of Respondents	Percentage (%)
Weekly	35	34.7%
Bi-weekly	17	16.8%
Monthly	31	30.7%
Occasionally	18	17.8%
Total	101	100%

Interpretation:

Most respondents 34.7% face weekly academic deadlines, followed by monthly ones 30.7%. About 16.8% experience bi-weekly, while 17.8% have deadlines. This indicates that frequent academic submissions add consistent pressure, contributing to students' overall stress levels.

CHART NO 7.11 SHOWING THE MANAGEABILITY OF ACADEMIC CURRICULUM OF THE RESPONDENTS

Do you find the academic curriculum manageable?

101 responses

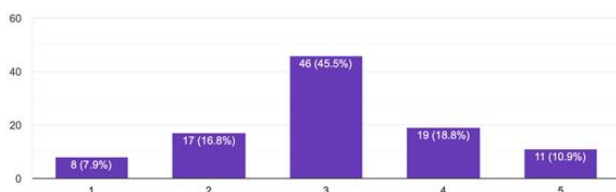


TABLE NO 7.11 SHOWING THE SHOWING THE MANAGEABILITY OF ACADEMIC CURRICULUM OF THE RESPONDENTS

Presents students' evaluation of the academic load and its manageability alongside internship duties.

Response	Number of Respondents	Percentage (%)
1	8	7.9%
2	17	16.8%
3	46	45.5%
4	19	18.8%
5	11	10.9%
Total	101	100%

Interpretation:

Most respondents 45.5% find the academic curriculum moderately manageable, while a smaller proportion 7.9% find it difficult. Overall, the majority view the curriculum as reasonably manageable.

CHART NO 7.12 SHOWING THE PRESSURE FACED BY RESPONDENTS

Do you feel pressurised to manage both ?

101 responses

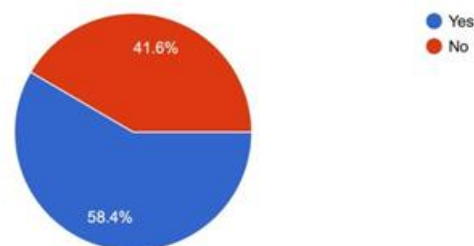


TABLE NO 7.12 SHOWING THE PRESSURE FACED BY RESPONDENTS

Shows respondents perception of pressure resulting from balancing both academics and internships.

Response	Number of Respondents	Percentage (%)
Yes	42	58.4%
No	59	41.6%
Total	101	100%

Interpretation:

Most respondents 58.4% find it pressurised, while 41.6% do not find it pressurised. This indicates that most students cannot cope with both.

CHART NO 7.13 SHOWING THE MISSED ACADEMIC DEADLINES DUE TO INTERNSHIP OF THE RESPONDENTS



Have you ever missed academic deadlines due to internship work ?

101 responses

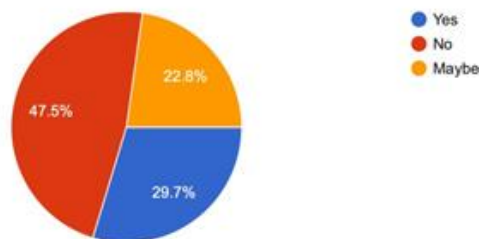


TABLE NO 7.13 SHOWING THE MISSED ACADEMIC DEADLINES DUE TO INTERNSHIP OF THE RESPONDENTS

Provides percentages on how frequently students miss deadlines because of internships responsibilities.

Response	Number of Respondents	Percentage (%)
Yes	30	29.7%
No	48	47.5%
Maybe	23	29.7%
Total	101	100%

Interpretation:

Nearly half of the respondents 47.5% reported not missing academic deadlines due to internship work, while 29.7% admitted to missing them and 22.8% were uncertain, indicating that internships moderately impact students' ability to meet deadlines.

CHART NO 7.14 SHOWING THE REASON FOR UNDERTAKING INTERNSHIP BY THE RESPONDENTS

What motivates you to pursue internship alongside academics?

101 responses

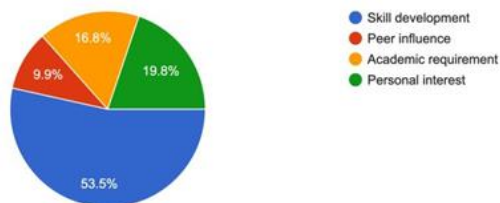


TABLE NO 7.14 SHOWING THE REASON FOR UNDERTAKING INTERNSHIP BY THE RESPONDENTS

Summarises respondents' reasons for joining internships, identifying major motivational factors.

Response	Number of Respondents	Percentage (%)
Skill development	54	53.5%
Peer Influence	10	9.9%

Academic Requirement	17	16.8%
Personal Interest	20	19.8%
Total	101	100%

Interpretation:

More than half of the respondents 53.5% pursued internships primarily for skill development, while others were motivated by personal interest 19.8%, academic requirements 16.8%, and peer influence 9.9%, indicating that skill enhancement is the major driving factor for internships.

CHART NO 7.15 SHOWING THE TIME MANAGEMENT TECHNIQUES FOLLOWED BY RESPONDENTS

Which method helps you manage your time better ?If any tools mention it .

101 responses

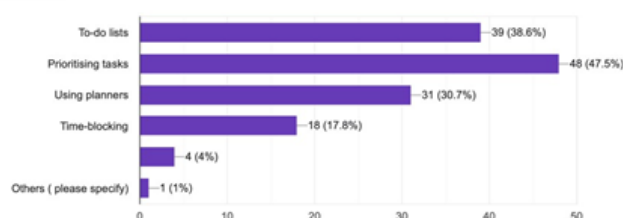


TABLE NO 7.15 SHOWING THE TIME MANAGEMENT TECHNIQUES FOLLOWED BY RESPONDENTS

Shows preferred strategies for managing time effectively, such as prioritisation, to-do lists, and planners.

Response	Number of Respondents	Percentage (%)
To-do lists	39	38.6%
Prioritising tasks	48	47.5%
Using planners	31	30.7%
Time-blocking	18	17.8%
Others	5	5%
Total	101	100%

Interpretation:

The most respondents 47.5 % prefer prioritising tasks as their primary time management strategy, followed by to-do lists 38.6% and planners 30.7%, reflecting a Professional and organised approach to handle academic and internship responsibilities.

CHART NO 7.16 SHOWING THE FREQUENCY OF STRESS AMONG RESPONDENTS



How often do you feel stressed ?

101 responses

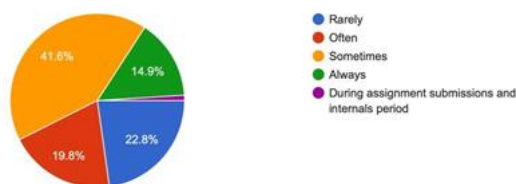


TABLE NO 7.16 SHOWING THE FREQUENCY OF STRESS AMONG RESPONDENTS
Presents the frequency of stress experienced by students during academic and internships period.

Response	Number of Respondents	Percentage (%)
Rarely	23	22.8%
Often	20	19.8%
Sometimes	42	41.6%
Always	15	14.9%
During assignments and internals period	1	1%
Total	101	100%

Interpretation:

The table shows that 41.6% of respondents feel stressed sometimes, indicating moderate stress levels. Around 22.8% rarely and 19.8% often feel stressed, while 14.9% experience it always. Overall, stress appears occasional and linked to academic pressures.

CHART NO. 7.17 SHOWING THE COPING STRATEGIES ADOPTED BY RESPONDENTS

How do you usually cope up with stress ?

101 responses

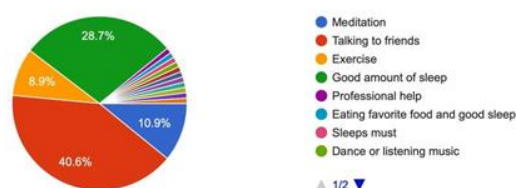


TABLE NO. 7.17 SHOWING THE COPING STRATEGIES ADOPTED BY RESPONDENTS

Displays the various methods used by respondents to cope with stress, including social and personal approaches.

Response	Number of Respondents	Percentage (%)
Meditation	11	10.9%
Talking to friends	41	40.6%
Exercise	9	8.9%

Good amount of sleep	29	28.7%
Professional help	5	5%
Eating favourite foods	5	5%
Dance or listening to music	1	1%
Total	101	100%

Interpretation:

Most respondents 40.6% manage stress by talking to friends, followed by eating food and getting good sleep 28.7%. A smaller proportion prefer exercise 10.9%, listening to music or dancing 8.9%, while the rest use other methods like meditation or sleep. This shows that social interaction and relaxation activities are the main coping strategies

CHART NO. 7.18 SHOWING HOW MENTAL HEALTH IS AFFECTED

Do you think your mental health is affected by balancing both ?

101 responses

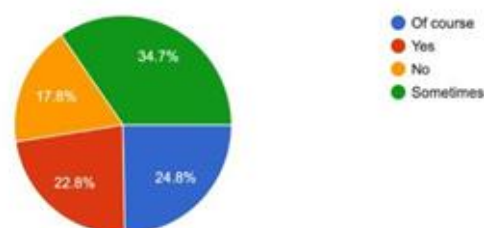


TABLE NO. 7.18 SHOWING HOW MENTAL HEALTH IS AFFECTED

Table showing the distribution of respondents' views on the effect of balancing both academics and internships on mental health.

Response	Number of Respondents	Percentage (%)
OfCourse	25	24.8%
Yes	23	22.8%
No	18	17.8%
Sometimes	35	34.7%
Total	101	100%

Interpretation:

The highest number of respondents 34.7% chose "Sometimes," showing moderate agreement. "Of course," 24.8% and "Yes" 22.8% together indicate that nearly half of participants have a positive view, while only 17.8% disagreed "No".

CHART NO. 7.19 SHOWING THE ACCESS TO COUNSELLING SERVICES OF RESPONDENTS

Have you ever been to counselling due to stress ?
101 responses

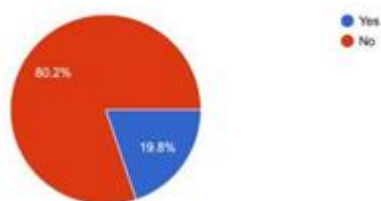


TABLE NO. 7.19 SHOWING THE ACCESS TO COUNSELLING SERVICES OF RESPONDENTS

Shows how many students have accessed professional counselling for stress-related issues.

Response	Number of Respondents	Percentage (%)
Yes	81	80.2%
No	20	19.8%
Total	101	100%

Interpretation:

The most respondents 80.2% have never been to counselling for stress, while only 19.8% have sought help. What are the biggest challenges you face in balancing academics and internships? TABLE NO.7.20 MAJOR CHALLENGES FACED BY THE RESPONDENTS

Balancing academics and internships identifies the primary obstacles encountered by law students, including time constraints and workload pressure.

Challenge	Number of Respondents	Percentage (%)
Time Management Issues	28	27.2%
Others	13	12.6%
Stress and Pressure	8	7.8%
Limited Learning/Opportunities	8	7.8%
Reduced Focus Motivation	7	6.8%
Sleep Deprivation	6	5.8%
Travel Constraints	6	5.8%
Health Issues	5	4.9%
Unrealistic Expectations	4	3.9%

Interpretation:

The Most respondents 27.2% reported time management issues as the main challenge in balancing academics and internships. Other common difficulties include stress and pressure, limited opportunities, and reduced focus or motivation, indicating that managing multiple commitments remains a significant concern for students.

VIII. FINDINGS

The findings indicate that students who employ structured time management techniques such as planners and task lists and those with access to supportive mentors and counselling resources, experience reduced stress and greater overall well-being. The study emphasises the need for law institutions to offer flexible deadlines, improved access to mentorship, and dedicated mental health resources. These interventions are crucial for promoting student success, fostering resilience, and enhancing the overall quality of legal education.

IX. RECOMMENDATIONS:

Based on the research objectives and hypothesis and the findings from the study, it is suggested that law institutions implement a range of supportive measures for students. Institutions should provide access to counselling services and establish structured mentorship programs to guide students through balancing academic and internship requirements. Flexibility in academic deadlines and workloads during peak internship periods can alleviate pressure and help students manage time better. Organising workshops focused on time management skills and stress reduction techniques will empower students to cope more effectively. Faculty should be approachable and supportive, encouraging students to communicate their challenges openly. Creating peer support groups and study circles may further foster a collaborative environment for sharing strategies and promoting well-being. Collectively, these initiatives can significantly ease the burden on students, promoting better academic performance and healthier mental states.

Some points to be noted are:

1. Provide structured mentorship and counselling sessions to support students in managing both academic and internship responsibilities effectively.
2. Ensure flexibility in academic deadlines and workload, especially during peak internship periods, to reduce pressure on students.
3. Encourage students to use planners, digital calendars, and time-management tools such as to-do lists and time-blocking methods.
4. Organise regular workshops and training programs on time management, stress reduction, and self-care techniques.
5. Create approachable channels for students to communicate concerns with faculty and supervisors regarding academic and internship conflicts.
6. Promote peer support groups, study circles, and collaborative activities to foster a supportive campus environment.
7. Integrate practical training opportunities such as legal clinics, moot courts, and experiential learning for holistic skill development.
8. Regularly evaluate and adapt institutional policies to address evolving needs of students balancing academics and internships.



Limitation of the study:

This study, though comprehensive in scope, is subject to certain limitations that must be acknowledged. The sample size of 102 respondents, primarily drawn from institutions under The Tamil Nadu Dr. Ambedkar Law University, limits the generalisability of the findings to a broader population. The data collection relied on a convenience sampling method through a self-administered Google Form, which may have introduced respondent bias and limited the diversity of perspectives.

Furthermore, the study's reliance on self-reported data may be influenced by subjective interpretation, recall errors, or social desirability tendencies. Additionally, time constraints restricted the use of extensive qualitative methods such as interviews or focus group discussions that could have provided deeper insights into students' coping mechanisms and institutional experiences. The study also concentrated mainly on time and stress management factors, excluding other relevant aspects such as financial strain, personal background, or institutional support systems. Hence, while the research provides valuable insights into the challenges faced by law students, the conclusions should be interpreted within the framework of these identified limitations.

X. CONCLUSION

This study concludes that law students face significant challenges in balancing their academic commitments with internship responsibilities, resulting in considerable stress and time management difficulties. The empirical findings demonstrate that students with effective time management skills, access to supportive mentors, and institutional resources such as counselling suffer lower levels of stress and perform better academically. The research underscores the critical role of flexible academic deadlines and structured mentorship programs in alleviating student pressure. To enhance the educational experience and mental well-being of law students, institutions must prioritise the development of robust support systems that promote resilience and skill development. Future research could explore longitudinal effects of these interventions and tailor support mechanisms to diverse student populations. Overall, this study highlights the need for law schools to adapt policies and resources to better support student success in managing dual academic and internship demands.

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