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A STUDY ON STRESS MANAGEMENT AMONG STUDENTS' COMMUNITY AND
THEIR IMPACTS

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ABSTRACT

Stress is a frustrating condition where it contains an excess of work and an overload which reduces the concentration, mentality and the normal working condition of any students. The aim of this study is to identify the stress factors where the respondents get more stressors. In today's date, stress has been an integral part of life because there are many things which act as a catalyst in increasing stress. It is not limited to adults only, but stress is increasingly affecting the students of all age group. The information is obtained from 470 respondents (i.e. students). The paper has explored the various certain stress factors that drive the students to identify their stress and highlights the problems which are faced by the respondents. This study mainly focuses on the stress management of students and has recommended various suggestions which may be useful for management to attract the students and also for students to get out of stress.

Keywords: Stress, Overload, Stress factors and Management.

I. INTRODUCTION

Stress in individual is defined as any interference that disturbs a person healthy mental and physical well-being. It occurs when the body is required to perform beyond its normal range of capabilities. Stress management is an important skill that all adults need in order to improve themselves as problem solvers and to be more in control of their lives. Many adult learners come back to school when there has been a change in their lives. Sometimes the change is triggered by a stressful event in an adult's life. In many classroom situations, there are several opportunities for learners to voice what they are feeling and what they are experiencing in their lives.

According to **Nivethita and Rita (2016)**, The aim is to identify the sources of stress and its effect on students' life and the top most stress symptoms' through ranking. It mainly focuses on issues like identifying causes, symptoms, and outcome of stress in students' community. Students need to be trained in handling stress. Finally, most students find that eustress is a positive aide in school. Certainly, too much stress causes some students to freeze during exams. This will also reduce student stress and improve test performance by imagining them achieving their goals.

Students are very likely to experience some or many stressors which may test their ability to cope: adapting to a new environment, balancing a heavy work load, making new friends, becoming more independent, and dealing with myriad of other issues. A questionnaire comprises of demographic information, set of questions on academic, social, family, emotional and financial stressors and the statements on positive and negative stress coping strategies. The major sources of stress found out in through the study have a direct relation with the stress level of students (**Sathya Devi (2015) and Shaj Mohan**).

Khan et., all defined the study aimed at the level of stress in male and female school students and the researcher randomly selected 64 school students aged between 14-18 years. To collect the data, researcher used students stress scale (SSS) developed by Dr. Zaki Akhtar (2011). During collection of data researcher used means and method fit for this scale. The result of the study showed boys having much more stress in comparison to girls. The study concluded that school boys are more stressful than school girls.

- **Ross et al., (1999)** argues that most of the students are stressed because of some compulsory adjustments viz. 1. Being away from home for the first time, 2. Maintain high academic achievement, and 3. Adjust to a new social environment. Besides these, a student also encounters a pressure to earn good grades.

II. STATEMENT OF THE PROBLEM

Many people spend several long hours at work, and thus have less time for other things. Day – to – Day work provides various works like academics, personal and also doing the back-end works for the life. So, the students will constantly be under pressure in completing the work within the specified time. Therefore, a research study is performed to investigate about the current status quo of stress among students and its impact on their work

III. OBJECTIVES

- To evaluate the stress level among students.
- To recognize the factors causing stress among the students.
- To analyse the effect of stress on academic success.
- To find out the possible measures that would reduce the stress level.

IV. LIMITATIONS

- The study is limited to students of Engineering and Arts.
- The availability of time limit is a major constraint to the study.
- The study was purely based on the information given by the engineering, arts and management students.
- This data is conducted at primary level therefore it might be subjected to bias.
- The findings of this study may not applicable for other institutions.

V. RESEARCH METHODOLOGY

Research as a scientific investigation and research methodology is a way to systematically solve the research problem. Descriptive research study which aims or describes the fact-finding investigation and describing people who take part in the study. For the purpose of this study, the samples are both engineering, arts and management students and also in order to have balance gender equality both male and female will be considered in this study. The sample size taken for this study is 470 respondents from the total population of 4494 students from engineering and 2291 students from Arts and Science.

Disproportionate Stratified Simple Random Sampling method has been used by the researcher. Five major undergraduate departments have selected (Mechanical, ECE, EEE, Computer Science and Bio-Technology) Post graduate departments (MBA, ME and M.Tech) and in arts and science, five major departments have been selected (B.Com, BBA, B.A English & Tamil, B.Sc Computer Science). From each department and each year 10 samples have taken. Data observed or collected directly from first-hand experience. The tool used to collect the primary data in this study is questionnaire.

VI. DATA ANALYSIS

Table – 1: respondents based on age groups

AGE GROUP	NO. OF RESPONDENTS	PERCENTAGE
18 – 20	239	50.9
21 – 23	194	41.3
24 – 26	37	7.9
TOTAL	470	100

The above table shows age-wise classification of the respondents taken for the study. It can be observed that 51 percent of the respondents were from 18 to 20 years of age, 41 percent of the respondents were from the age group of 21 to 23 years, 8 percent of the respondents were from the age group of 24 to 26 years.

Table no – 2: gender wise classification

GENDER	NO. OF RESPONDENTS	PERCENTAGE
MALE	242	51.5
FEMALE	228	48.5
TOTAL	470	100

The above table shows the gender - wise classification of respondents. It can be observed that 52 percent of the respondents were male and the remaining 48 percent of the respondents were female.

Table no – 3: respondents based on qualification

QUALIFICATION	NO. OF RESPONDENTS	PERCENTAGE
UNDER GRADUATE	200	42.6
POST GRADUATE	120	25.5
UG ARTS	150	31.9
TOTAL	470	100

The above table shows qualification-wise classification of the respondents. It can be observed that 43 percent of the respondents were under graduates, 26 percent of the respondents were from post graduates and the remaining 31 percent of the respondents were belongs to UG arts group.

Table no – 4: respondents based on year of study

YEAR OF STUDY	NO. OF RESPONDENTS	PERCENTAGE
1 st Year	160	34.0
2 nd Year	160	34.0
3 rd Year	100	21.3
4 th Year	50	10.6
TOTAL	470	100

The above table shows year-wise classification of the respondents. It can be observed that 34 percent of the respondents were from first year (includes UG – 50, PG – 60, UG Arts – 50), and the other 34 percent of the respondents were from second year (includes UG – 50, PG – 60, UG Arts – 50), 21 percent of the respondents were from third year (includes UG – 50, UG Arts – 50), and the remaining 11 percent of the respondents were from final year under graduates.

Table no – 5: time spending for leisure activities

ALLOCATING TIME FOR LEISURE ACTIVITIES	NO. OF RESPONDENTS	PERCENTAGE
YES	307	65.3
NO	163	34.7
TOTAL	470	100

[Hemamalini * et al., 7(7): July, 2018]
 ICTM Value: 3.00

The above table indicates allocating time for leisure activities-wise classification of the respondents. It can be observed that 65 percent of the respondents were said yes in spending their time and the remaining 35 percent of the respondents were don't spend time for leisure activities.

Stress factors

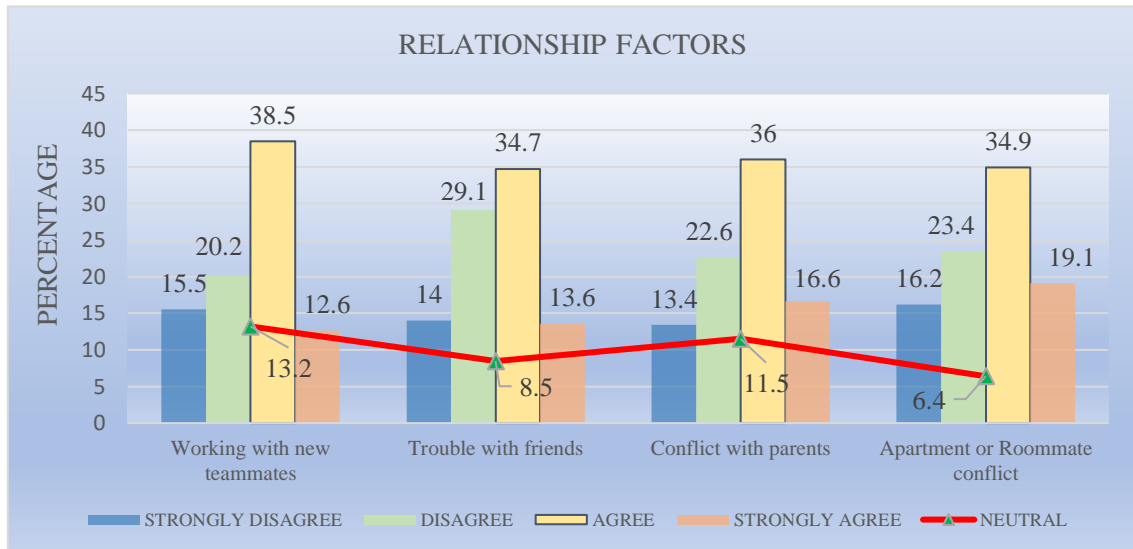


Figure – 1: Respondents opinion based on their relationship factors

The above figure indicates relationship factor-wise classification of the respondents. Various factors include working with new teammates, trouble with friends, conflict with parents and apartment or roommate conflict. About 38.5 percent of the respondents were said working with new teammates as a stressor, 34.7percent of the respondents were said trouble with friends creates more stress, 36 percent of the respondents were said creates stress when conflict with parents and 34.9 percent of the respondents were feels more stress in apartment or roommate conflict.

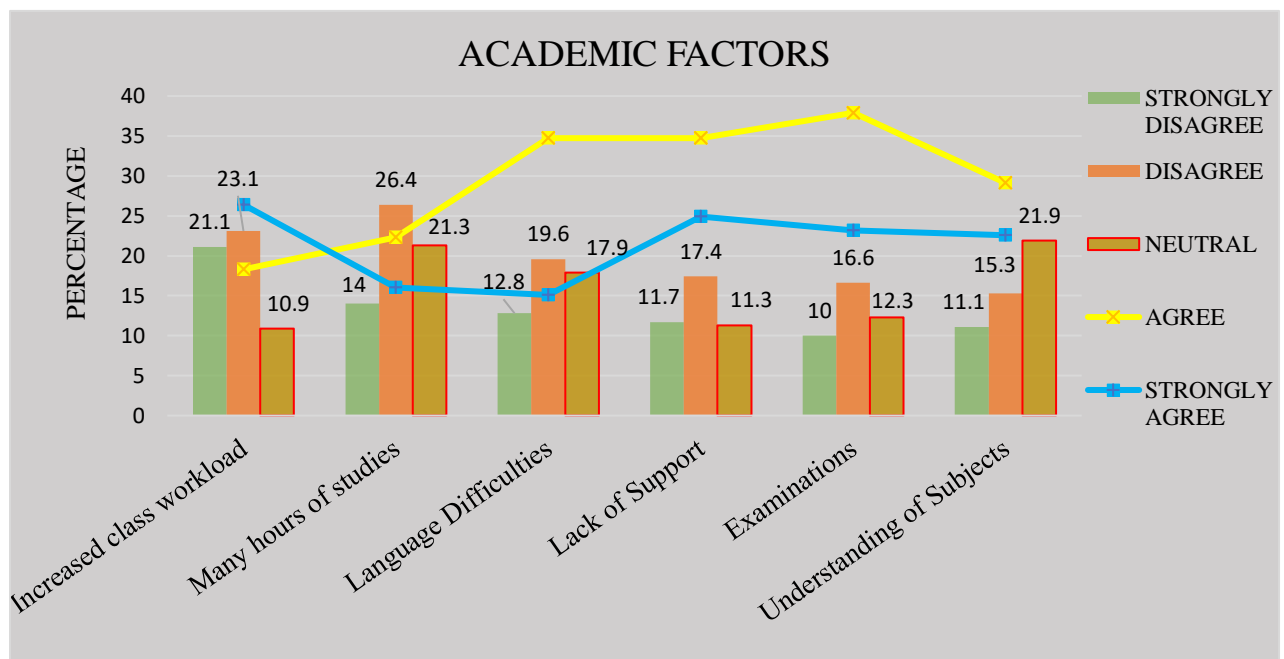


Figure – 2: Respondents opinion based on their academic factors

The above table indicates academic factor-wise classification of the respondents. Various factors include increased class workload, many hours of studies, language difficulties, lack of support, examinations and understanding of subjects. About 26.4 percent of them were feel high stress in increasing class workloads, 26.4 percent of them were feel light stress in many hours of studies, 34.7 percent of them were said creates stress in language difficulties. 34.7 percent of the respondents feels stress due to lack of support, 37.9 percent of them feels stress due to examinations and 29.1 percent of the respondents were feels stress in understanding of their subjects

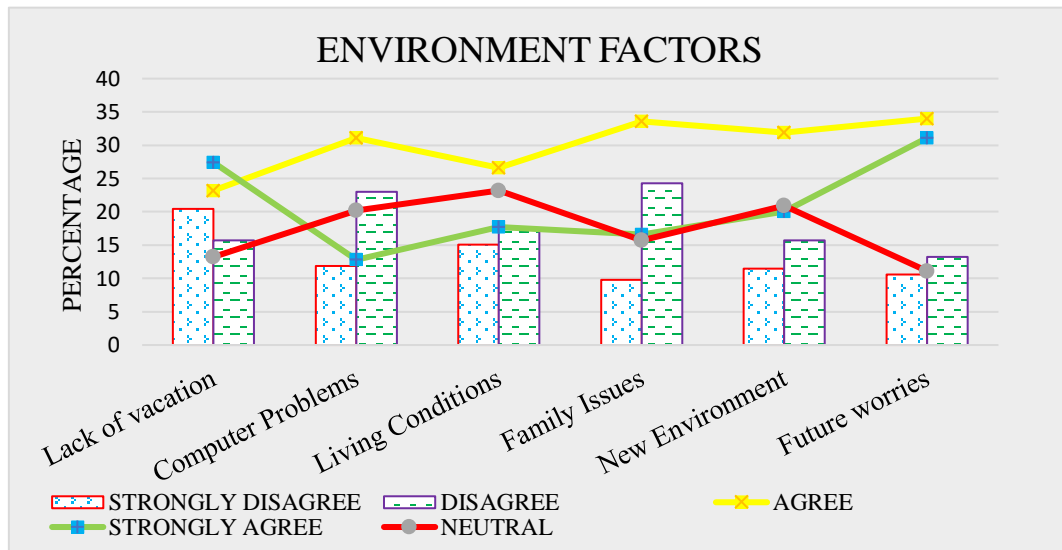


Figure – 3: Respondents opinion based on their environment factors

The above table indicates environment factor-wise classification of the respondents. Various factors include lack of vacation / break, computer problems, living conditions, family issues, new environment and future worries. About 27.4 percent of the respondents were feel high stress in lack of vacation / break, 32.1 percent of them were feel agree stress in facing computer problems, 26.6 percent of them were said creates stress in living conditions, 33.6 percent of them feels stress due to family issues, 31.9 percent of the respondents feels stress due to new environment and 34 percent of the respondents were agree stress due to future worries.

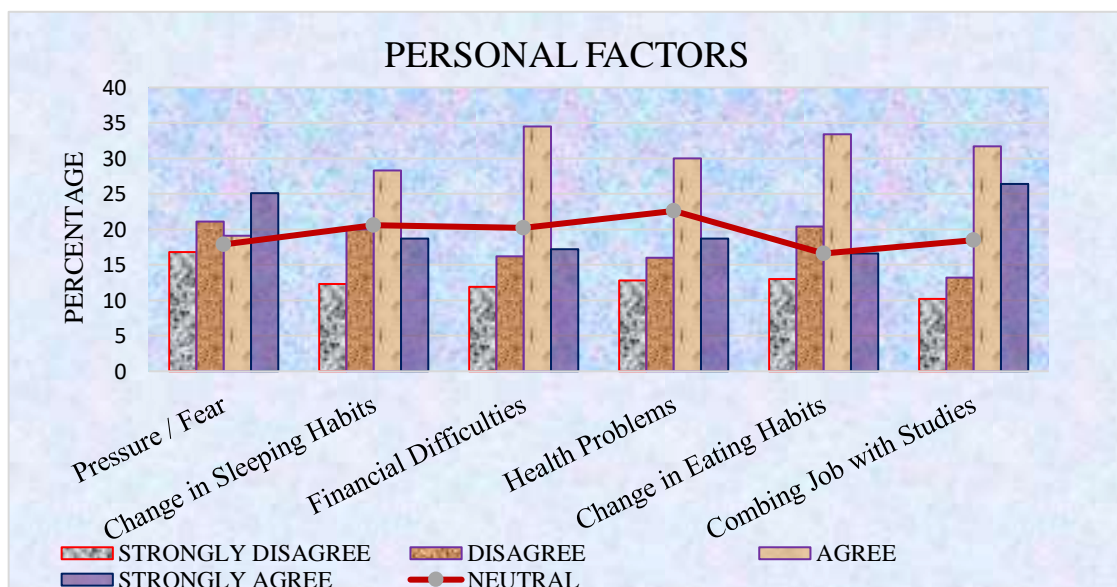


Figure – 4: Respondents opinion based on their personal factors

The above table indicates personal factor-wise classification of the respondents. Various factors include pressure / fear, change in sleeping habits, financial difficulties, health problems, change in eating habits and combing job with studies. About 25.1 percent of the respondents were feel high stress due to pressure / fear, due to stress 28.3 percent of them were feel change in sleeping habits, 34.5 percent of them were said creates stress due to financial difficulties, 30 percent of them feels stress due to health problems, 33.4 percent of the respondents feels stress due to change in eating habits and 31.7 percent of the respondents were feel stress in searching job while studying.

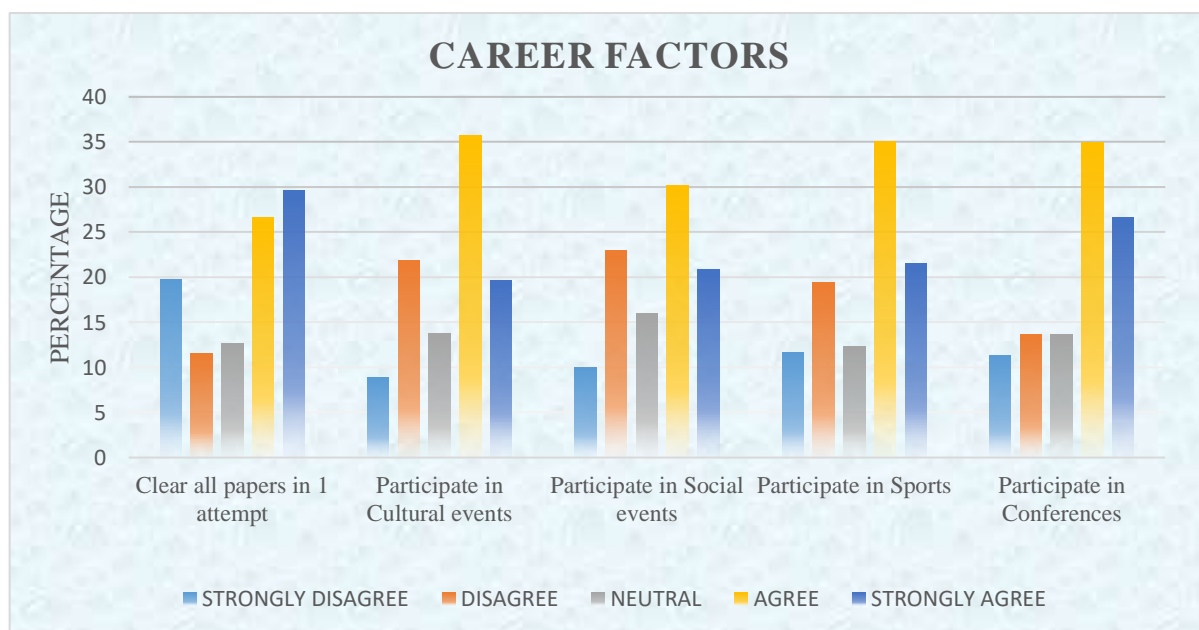


Figure – 5: Respondents opinion based on their career factors

The above table indicates career factor-wise classification of the respondents. Various factors include clear all papers in one attempt, participate in cultural events, social events, sports and conference. About 29.6 percent of the respondents were feel high stress due to clearing all papers in one attempt, due to stress 35.7 percent of them were not able to participate in cultural events, 30.2 percent of them were not able to participate in social events, 35.1 percent of them feels stress due to not participating in sports and 34.9 percent of the respondents were feel stress in not participating in conference.

Table no – 6: respondents opinion based on often get stress

OFTEN GET STRESS	FREQUENCY	PERCENTAGE
NEVER	99	21.1
RARELY	110	23.4
SOMETIMES	51	10.9
FREQUENTLY	86	18.3
ALWAYS	124	26.4
TOTAL	470	100

The above table shows the respondents how they get often stress wise classification. It can be observed that 26 percent of the respondents were said always they often get stress, 23 percent of the respondents were said they get stress rarely, 18 percent of the respondents were frequently get stress, 21 percent of the respondents were never get stress and the remaining only 11 percent of the respondents were sometimes often get stress.

Table no – 7: opinion based on techniques come out of stress

TECHNIQUES	FREQUENCY	PERCENTAGE
EXERCISE / YOGA	59	12.6
MEDITATION	74	15.7
PURSURE HOBBIES / INTERESTS	112	23.8
POSITIVE THINKING	144	30.6
OTHERS	81	17.2
TOTAL	470	100

The above table indicates how respondents use techniques to come out of the stress. It can be observed that 31 percent of the respondents concentrate on their positive thinking, 24 percent of the respondents were pursuing their hobbies or own interests, 17 percent of the respondents were concentrate on others such as listening to music, playing games, talking with friends etc., 16 percent of the respondents were do meditation and only 12 percent of the respondents were undergone Exercise or yoga.

Mean rank

In order to find out the rank value by using the mean value for the various stress factors such as Relationship factor, Academic factor, Environmental factor, Personal factor and Career factor, mean rank is used and results are given below.

Relationship factors

Table 8: ranking order of relationship factors

Factor	N	MEAN	RANK
Working with new teammates	470	3.12	3
Trouble with friends	470	3.05	4
Conflict with parents	470	3.20	1
Apartment / Roommate conflict	470	3.17	2

From the above table it is inferred that the respondents are more stressed with the factor conflict with parents (3.20) than the other factors and is ranked first among all the factors, and the next factor is followed by the factor Apartment / roommate conflict (3.17) it got second rank, respondents are lightly got stressed with the working with new teammates (3.12) it got third rank, and the respondents are not get stressed when trouble with friends (3.05) so it got last rank.

Academic factors

Table 9: Ranking Order of Academic Factors

Factor	N	MEAN	RANK
Increased class workload	470	3.06	5
Many hours of studies	470	3.00	6
Language Difficulties	470	3.20	4
Lack of Support	470	3.44	2
Examinations	470	3.48	1
Understanding of Subjects	470	3.37	3

From the above table it is inferred that the respondents are more stressed when facing examinations (3.48) than the other factors and is ranked first among all the factors, and the next factor is followed by the due to lack of support from their family friends, neighbors, etc., (3.44) it got second rank, respondents got stress in understanding of subjects (3.37) it got third rank, respondents feel language difficulties (3.20) problem it got fourth rank, respondents are lightly got stressed with the increased class workload (3.06) it got fifth rank, and the respondents are not get stressed when many hours of studies (3.00) so it got last rank.

Environmental factors

Table 10: ranking order of environmental factors

Factor	N	MEAN	RANK
Lack of vacation	470	3.21	4
Computer Problems	470	3.11	6
Living Conditions	470	3.14	5
Family Issues	470	3.23	3
New Environment	470	3.33	2
Future Worries	470	3.62	1

From the above table it is inferred that the respondents are more stressed when facing future worries (3.62) than the other factors and is ranked first among the all, and the next factor is followed by the new environment (3.33) it got second rank, respondents got stress due to family issues (3.23) it got third rank, respondents feel lack of vacation (3.21) as a problem it got fourth rank, respondents are lightly got stressed in their living conditions (3.14) it got fifth rank, and the respondents are rarely get stressed when facing computer problems (3.11) so it got last rank.

Personal factors

Table 10: Ranking Order of Personal Factors

Factor	N	MEAN	RANK
Pressure / Fear	470	3.15	6
Change in Sleeping Habits	470	3.21	4
Financial Difficulties	470	3.29	2
Health Problems	470	3.26	3
Change in Eating Habits	470	3.20	5
Combing Job with Studies	470	3.51	1
VALID N (listwise)	470		

From the above table it is inferred that the respondents are more stressed when combing job with studies (3.51) than the other factors and is ranked first among the all, and the next factor is followed by the financial difficulties (3.29) it got second rank, respondents got stress due to health problems (3.26) it got third rank, respondents feel change in sleeping habits (3.21) as a problem it got fourth rank, respondents are lightly got stressed when change in eating habits (3.20) it got fifth rank, and the respondents are rarely get stressed when facing pressure or fear (3.15) so it got last rank.

Career factors

Table 11: Ranking Order of Career Factors

Factor	N	MEAN	RANK
Clear all papers in 1 attempt	470	3.35	2
Able to participate in cultural events	470	3.35	2
Able to participate in Social events	470	3.29	5
Able to participate in Sports	470	3.35	2
Able to participate in Conference	470	3.52	1

From the above table it is inferred that the respondents are more stressed when they are not able to participate in attending conferences (3.52) than the other factors and is ranked first among the all, and the next factor is followed by clearing all papers in one attempt, able to participating in sports and cultural events (3.35) it got second rank, and the respondents are rarely get stressed when they are not participating in social events (3.29) so it got last rank.

T TEST

H₀: There is no significant difference between the gender and the opinion towards various level of stress factors.

H1: There is a significant difference between the gender and the opinion towards various level of stress factors.

TABLE 12: t - test for Gender and Various stress factors

Particulars	Respondents Gender	Mean	Mean Difference	t	Df	Sig. (2-tailed)
Relationship Factor	Male	3.201	-.1356	1.830	468	.068
	Female	3.066				
Academic Factor	Male	3.170	-.1756	-2.355	468	.019
	Female	3.346				
Environmental Factor	Male	3.278	.0099	0.148	468	.883
	Female	3.269				
Personal Factor	Male	3.244	-.0529	-0.772	468	.440
	Female	3.297				
Career Factor	Male	3.370	-.0034	-0.041	468	0.967
	Female	3.377				

It can be observed from the table 11 that the low p-values (< 0.05) for the academic factors verify that the corresponding null hypotheses can be rejected. Hence, there is a significance difference in the gender and the academic stress factors. Also, it can be observed that the high p-values (> 0.05) for the factors relationship, environment, personal and career factors verify that the corresponding null hypotheses can be accepted and it is concluded that there is no significant difference in the gender and various stress factors except academic factors.

Chi-square test

In order to find the relationship between age of respondents and allocating time for leisure activities, chi-square test is used and results are given below.

Null Hypotheses (H_0): There is no association between age of respondents and their allocating time for leisure activities & techniques to come out of stress.

Alternative Hypotheses (H_1): There is a significant association between age of respondents and their allocating time for leisure activities & techniques to come out of stress.

TABLE 13: Chi-square test - Age vs Allocating time for leisure activities & techniques to come out of stress

Factor	Chi-square Value (χ^2)	Degree of Freedom	P	Significant Level
Allocating time for leisure activities	0.107	2	0.948	Not Significant
Techniques to come out of stress	10.456	8	0.234	Not Significant

It can be observed from the above table that the high p – value (> 0.05) for the allocating time for leisure activities and techniques to come out of stress verify that there is no sufficient evidence to reject the respective null hypotheses and it is concluded that age does not have any association with allocating time for leisure activities and techniques to come out of stress.

ANOVA (analysis of variance)

In order to find the effect of age on various stress factors (Relationship factor, Academic factor, Environmental factor, Personal factor, Career factor), ANOVA test is used and results are given below.

Null Hypothesis (H_0): The average level of various stress factors does not vary with age of respondents.

TABLE 14: Age and Stress factors

		Sum of Squares	df	Mean Square	F	Sig.
Relationship factors	Between Groups	8.767	16	0.548	1.376	0.149
	Within Groups	180.416	453	0.398		
	Total	189.183	469			
Academic factors	Between Groups	9.283	24	0.387	0.957	0.523
	Within Groups	179.900	445	0.404		
	Total	189.183	469			
Environmental factor	Between Groups	5.192	22	0.236	0.573	0.941
	Within Groups	183.991	447	0.412		
	Total	189.183	469			
Personal factors	Between Groups	3.445	21	0.164	0.396	0.993
	Within Groups	185.738	448	0.415		
	Total	189.183	469			
Career factors	Between Groups	4.677	20	0.234	0.569	0.933
	Within Groups	184.506	449	0.411		
	Total	189.183	469			

Alternative Hypothesis ((H₁)): The average level of various stress factors varies with age of respondents. It can be seen from the table 14 that the high value of p (> 0.05) for all the stress factors like relationship factor, academic factor, environment factor, personal factor and career factor verifies that there is no sufficient evidence to reject the respective null hypotheses and it is concluded that there is no effect of age of respondents on the various level of stress factors.

Regression analysis

Regression analysis is used to fit a model for the dependent variable how respondents often get stress on various stress factors like relationship factor, academic factor, environmental factor, personal factor and career factor.

Null Hypothesis (H₀): There is no significant effect of various stress factors on how they often get stress.

Alternative Hypothesis ((H₁)): There is a significant effect of various stress factors on how they often get stress.

Table – 15: model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713	.509	.503	1.073

Table 15 depicts the model summary of the regression models fitted through SPSS software. In the model the R-Square is shown as 0.509 which means 51 per cent of the variation in the dependent variable stress is explained by the various stress factors - independent variables.

Table – 16: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	552.729	5	110.546	96.085	.000
	Residual	533.833	464	1.151		
	Total	1086.562	469			

From the above table the significance value is less than 0.05 and hence it is concluded that the model is significant in explaining the various stress factors using the how often the respondents get stress.

Table – 17: co-efficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1(Constant)	-.966	.296		-3.259	.001
Relationship Factor	-.046	.066	-.024	-.688	.492
Academic Factor	1.376	.072	.734	18.997	.000
Environmental Factor	.001	.088	.000	.008	.994
Personal Factor	-.039	.084	-.019	-.458	.647
Career Factor	-.056	.063	-.033	-.896	.371

A. Dependent Variable: Often get stress

Table 16 gives the coefficients of the independent variables included in the models. The fitted model for the dependent variable how respondents often get stress on the independent variables of various stress factors is expressed by the equation:

$$\text{OFTEN GET STRESS} = - 0.966 - 0.046 (\text{RELATIONSHIP FACTOR}) + 1.376 (\text{ACADEMIC FACTOR}) - 0.001 (\text{ENVIRONMENTAL FACTOR}) - 0.039 (\text{PERSONAL FACTOR}) - 0.056 (\text{CAREER FACTOR})$$

It can be seen from the above table that the very low p value (< 0.01) for the factor – academic factor verify that this factor has a significant contribution in explaining the respondents are mostly get due to their academic purposes. Therefore, it is concluded that the respondents how often get stress is significantly explained by the academic stress factors. Also, it can be noted from the above table that, the high p values (> 0.05) for the other stress factor – relationship, environmental, personal and career verify that the null hypotheses cannot be rejected at 5% level of significance and it is concluded that how respondents often get stress on other factors will be largely affect their life.

Discriminant analysis:

Discriminant analysis is used to predict group membership. This technique is used to classify individuals/objects into one of the alternative groups on the basis of a set of predictor variables. The dependent variable in discriminant analysis is categorical and on a nominal scale, whereas the independent or predictor variables are either interval or ratio scale in nature.

Analysis Case Processing Summary

Unweighted Cases	N	Percent
Valid	470	100.0
Excluded	0	.0
At least one missing discriminating variable	0	.0
Both missing or out-of-range group codes and at least one missing discriminating variable	0	.0
Total	0	.0
Total	470	100.0

The above table shows analysis case processing summary table. This gives a summary of the number of cases (weighted and non-weighted) for each level (category) of the dependent variable and the values for each level.

Tests of Equality of Group Means

	Wilks' Lambda	F	df1	df2	Sig.
Allocate Time for Leisure Activities	.964	17.239	1	468	.000
Techniques come out of Stress	.998	.942	1	468	.332
Missing Lectures	.998	.814	1	468	.368
Avoiding Lab sessions	.997	1.404	1	468	.237
Absenting Oneself	.990	4.667	1	468	.031
Avoiding Assignments and Tutorials	1.000	.080	1	468	.778
Not interested in Studies	.999	.391	1	468	.532

This table gives the test for Wilks' Lambda for each independent variable if this is significant (<0.05), it means that the respective variable such as allocating time for leisure activities and absenting oneself, mean is different for the two groups. Any insignificant value will indicate that the variables such as techniques to come out of stress, missing lectures, avoiding lab sessions, avoiding assignments and not interested in studies are not different for different groups or in other terms it does not discriminate the dependent variable.

VII. RESULTS AND DISCUSSION

From the result 51 percent of the respondents were age group of 18 to 20 years and 52 percent of the respondents were male candidates. 39 percent of the respondents were feel working with new teammates as a stressor under relationship factors. 26.4 percent of the respondents were feels high stress in increasing class workloads under academic factors. 27 percent of the respondents were feels high stress in the lack of vacation or break under environmental factors. 25 percent of the respondents were feel high stress due to pressure or fear under personal factors. 30 percent of the respondents feel high stress due to clearing all papers in one attempt under career or success factors.

Among the relationship factors given, "Parents conflict" has secured the highest mean rank value with 3.20 and the academic factors given, "Examinations" has secured the highest mean rank value with 3.48 and the environmental factors given, "Future Worries" has secured the highest mean rank value with 3.62 and the personal factors given, "Combing Job with Studies" has secured the highest mean rank value with 3.51 and the career factors given, "Able to participate in Conference" has secured the highest mean rank value with 3.52.

VIII. SUGGESTIONS

Since the individual often get into stress due to their academic purposes, so that, proper communication and activities should be given to reduce such stress. Guidance and counselling unit should be part of the Management system. so that students can cope with their stress factors affecting them. Incorporate career development programs into formal curriculum. Creative games should be organised during lectures that have longer hours from 1 - 3 hours in order to some extent relief stress from students and refresh their mind and make them active. Provide good learning condition like room lighting, air conditioning, seating, lab facilities, library, etc., for students. Major suggestions for students Good eating habit should be priority of students in relation to stress management. Enough sleep and exercise are an important remedy to stress management. Make use of family support and release stress-reduced emotions. Effectively manage emotions and develop an optimistic view of life. Get involved with campus activities. Students follow various healthy habits to manage their stress and keep their body

IX. CONCLUSION

The major sources of stress found through the study have a direct relation with the stress level of students. The reasons for stress cannot be limited to these. It varies according to students and their psychology perspective. Relationship, Academic, Environmental, Personal and Career factors all play an important role in the development of stress. Academic factors are the most important stressors – hence the need for specific and targeted measures to decrease substantially the problems of stress on the students. Teaching methods and college

environmental surroundings should be adapted to the needs of the students, so that they can utilize and enjoy it. The productive utilization of existing student welfare systems, development of more 'student-friendly' environments and regular periodic extracurricular activities with common participation can prove to be useful stress-problems. A research has been done and based on the analysis made some pragmatic solutions have given and this will be of great assistance in helping the students to have an excellent academic life.

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