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CONTENTS

| Sr. No. | TITLE & NAME OF THE AUTHOR (S) | Page No. |
|------------|---|-------------|
| 1. | DELINQUENCY MANAGEMENT: SPECIAL REFERENCE OF BANK OF CEYLON NORTHERN PROVINCE <i>SENTHEESWARY SENTHURAN & T. VELNAMBI</i> | 1 |
| 2. | HRD ISSUES IN INDIAN PSUs: AN EMPIRICAL STUDY OF HUTTI GOLD MINES COMPANY LIMITED <i>RAJNALKAR LAXMAN & ANIL KUMAR HAGARGI</i> | 7 |
| 3. | WORKFORCE DIVERSITY AND ITS IMPACT ON EMPLOYEE PERFORMANCE: A STUDY OF IT COMPANIES IN TAMILNADU <i>R. SASIKALA & DR. N. THANGAVEL</i> | 14 |
| 4. | DIRECT AGRICULTURAL MARKETING: A STUDY OF UZHAVAR SANDHAI (FARMERS' MARKET) IN SALEM DISTRICT <i>DR. A. ELANGO VAN & S. YAZHINI</i> | 22 |
| 5. | CONSUMER PERCEPTION TOWARDS ORGANIC FOOD PRODUCTS (OFPS) IN INDIA: WITH SPECIAL REFERENCE TO UDAIPUR CITY <i>PRIYA SONI & RENU JATANA</i> | 26 |
| 6. | INDIAN RURAL MARKET: AN OPPORTUNITY FOR PRIVATE LIFE INSURANCE COMPANIES <i>YOGESH ARVIND PATIL & DR. YOGESH D. MAHAJAN</i> | 30 |
| 7. | TRANSMISSION OF INFORMATION BETWEEN INDIAN FUTURES AND CASH MARKETS <i>DR. BABU JOSE & DR. DANIEL LAZAR</i> | 34 |
| 8. | GREEN ICT SERVICES AND ISSUES: NANO, GRID AND CLOUD COMPUTING <i>A.PAPPU RAJAN, DR. ROSARIOVASANTHAKUMAR.P. & A.JOTHI KUMAR</i> | 41 |
| 9. | A REVIEW OF SPORTS GOODS CLUSTERS BY SWOT ANALYSIS: MEERUT CLUSTER IN PARTICULAR <i>DR. ALPNA GARG & RAJUL GARG</i> | 44 |
| 10. | EMPLOYEE COST ON PRODUCTIVITY AND PROFITABILITY IN SELECT PRIVATE SECTOR ORGANISATIONS: A STUDY <i>MOIRANTHEM MOMOCHA SINGH</i> | 50 |
| 11. | IMPACT OF LOAN UTILIZATION IN RURAL AREA OF HIMACHAL PRADESH: A CASE STUDY OF DISTRICT MANDI <i>GAGAN DEEP</i> | 53 |
| 12. | IMAGE RETRIEVAL USING SHOT BOUNDARY DETECTION AND KEY FRAME EXTRACTION BASED TECHNIQUE FOR VIDEO SUMMARIZATION <i>ASHWINI P</i> | 59 |
| 13. | IMPACT OF WORK LIFE BALANCE ON MORALE, SATISFACTION AND PERFORMANCE OF THE DOCTORS IN URBAN COMMUNITY <i>RASHMI FARKIYA</i> | 67 |
| 14. | A SHOPPER'S STUDY OF TOOTHPASTE CONSUMPTION AND BUYING BEHAVIOR WITH SPECIAL REFERENCE TO COLGATE TOOTHPASTE <i>ANUPAMA SUNDAR D</i> | 71 |
| 15. | TECHNOLOGY BANKING IN INDIA: ANALYSIS OF PERFORMANCE <i>DR. M. C. MINIMOL & PRADEESH.N.M</i> | 75 |
| 16. | A CRITICAL EVALUATION OF PORT PRICING AND TARIFF STRUCTURE IN NIGERIAN PORTS <i>DR. OBED NDIKOM & BUHARI SODIQ</i> | 81 |
| 17. | CORPORATE SOCIAL RESPONSIBILITY AND THE CREATION OF COMPETITIVE ADVANTAGE IN TELECOMMUNICATIONS INDUSTRY IN KENYA: THE CASE OF SAFARICOM LTD AND AIRTEL KENYA <i>MARGARET J. CHEPTUMO & DR. DANIEL O. AUKA</i> | 89 |
| 18. | TO STUDY THE FACTORS THAT INFLUENCE MOMENTARY DECISION MAKING BY MANAGEMENT STUDENTS OF SOUTHERN BANGALORE CONCENTRATING ON THEIR TIME ALLOCATION AND HABITUAL ACTIVITIES <i>MOHANASUNDARAM.K, BEN PHILIP GEORGE, DEBBY PERPETUAL FERNANDES & SHIBIN TOM VARGHESE</i> | 100 |
| 19. | ACCEPTANCE OF ONLINE BUYING IN HIMACHAL PRADESH <i>PANKAJ YADAV</i> | 106 |
| 20. | SERVICE QUALITY AND CUSTOMER SATISFACTION IN DTH SERVICES IN KANGRA, HIMACHAL PRADESH <i>LEKH RAJ</i> | 111 |
| | REQUEST FOR FEEDBACK & DISCLAIMER | 116 |

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- Sharma T., Kwatra, G. (2008) Effectiveness of Social Advertising: A Study of Selected Campaigns, Corporate Social Responsibility, Edited by David Crowther & Nicholas Capaldi, Ashgate Research Companion to Corporate Social Responsibility, Chapter 15, pp 287-303.

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- Garg, Sambhav (2011): "Business Ethics" Paper presented at the Annual International Conference for the All India Management Association, New Delhi, India, 19-22 June.

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TO STUDY THE FACTORS THAT INFLUENCE MOMENTARY DECISION MAKING BY MANAGEMENT STUDENTS OF SOUTHERN BANGALORE CONCENTRATING ON THEIR TIME ALLOCATION AND HABITUAL ACTIVITIES

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ABSTRACT

It is very necessary for students to be able to allocate their time as a valuable and scarce resource. There is no room for habitual procrastinators. The youth today are the future of our tomorrow. It is necessary for them to understand the importance of time, which is by far the most treasurable resource one has, if not used well, one will repent. Our research focuses on identifying how students in business management within the age group of 17 – 26 spend their time and what are the factors influencing their momentary decision making; with a sample size of 80, from which 45 are males and 35 are females. Information is primary data and is collected through questionnaires which were distributed online and in person. Through our research we are able to conclude that there is relationship between travel-time and concentration level. We are also able to understand that social media habits are more or less the same within this age group, co-curricular activities and study goals more or less have the same importance. It is also noticed that most of the decisions based on behavior are influenced by the peers opinions and suggestions. In the course of our research, we have identified that the most preferred activity as a stress buster is going for a walk, or indulging in some physical activity.

KEYWORDS

efficiency, influence, preference, time, youth.

INTRODUCTION

The habit of procrastinators will readily testify to all the lost opportunities, missed deadlines, failed relationships and even monetary losses incurred just because of one nasty habit of putting things off until it is often too late." Quote by anonymous. In today's world, we often hear the youth whining about 'no time'. While these are the people who will tomorrow run the country, it is important for them to 'make time'. Time has always and will always be a valuable asset to all of us. Time once wasted will not come back. Therefore there is a need to understand how we can increase our efficiency. In the west we find many people whose life depends on the schedule they prepare for the day, week or month. In India, we follow IST, where 10 minutes is definitely not 10 minutes.

Through this research we are trying bring awareness of how important it is to spend time wisely. If we as students today, inculcate time management as our daily activity, by bringing balance to our study and leisure life; when working with corporates we would eventually become the less stressed crowd. In our research paper we are focusing on how business management students in southern Bangalore spend their time and provide relevant recommendations based on our findings with a sample size of 80 business management students, of age group 17 – 26 who we would address as youth in the research paper.

Formal class time is defined by us as the time spent in the classrooms and in formal lectures as well as self-study which means pre/post lecture preparations. Leisure activities involve the time spent on music, recreational activities, gaming, exercising, charity – voluntary & social service, self-enhancement – building competent skills.

We will also broadly define the most preferred activities by the youth. Firstly, what activities they would prefer as recreation. Secondly, how much time they spend on social media browsing. Thirdly, we will establish that there is a relationship between travelling time and concentration level. Fourthly, we have understood that the youth's momentary decisions are highly influenced by their peers.

REVIEW OF LITERATURE

Most students find that their greatest challenge to college life and to succeeding in the classroom is in managing their time effectively. According to an article by Maria Pascucci, Founder & President, Campus Calm, "Time is your greatest asset in life. You get to choose how you spend it". Even though attending class and completing assignments is a top priority for most students, many find that they are not allowing enough time for their studies. In an article by Don Farris, he mentions that "time cannot be managed rather we manage the utilization of it". Poor time management behaviors, such as not allocating time properly or last-minute cramming for exams, have been frequently discussed as a source of stress and poor academic performance (Gall, 1998; Longman & Atkinson, 1988; Walter & Siebert, 1981). One need to manage time effectively if he/she is going to be successful. All other things held constant, better time management skills can improve your grades, help you keep stress in check, and help you be competitive in the career you undertake following your university education (Gortner, Lahmers, and Zulaut, 2000; Macon et. Al, 1990; ISR, 1995).

HOW MUCH TIME IS ENOUGH?

The time you spend on task has some relationship to the quality of work you end up producing. A good gauge to follow is to perform 2-3 hours of school work outside class for every hour of class time. Yes, this means for a full-time student with a 15 hour of class per week load the recommendation is to do between 30 and 45 hours of home work each week.

Developing time management skills is a journey that needs practice and other guidance along the way. One goal is to help yourself become aware of how you use your time as one resource in organizing, prioritizing, and succeeding in your studies in the context of competing activities of friends, work, family, etc. According to the strategies given on "study guides and strategies" in their website, these application of time management have proven to be effective as good study habits. These were some of the strategies that were recommended.

STRATEGIES ON USING TIME

- **Blocks of study time and breaks**

A block is the amount of time one can sit and study without losing concentration. Blocks ideally are around 50 minutes, but perhaps you become restless after only 30 minutes? Some difficult material may require more frequent breaks. Shorten your study blocks if necessary-but don't forget to return to the task at hand! What you do during your break should give you an opportunity to have a snack, relax, or otherwise refresh or re-energize yourself. Jot down one best time block you can study. How long is it? What makes for a good break for you? Can you control the activity and return to your studies?

- **Dedicated study spaces**

Determine a place free from distraction (no cell phone or text messaging!) where you can maximize your concentration and be free of the distractions that friends or hobbies can bring! You should also have a back-up space that you can escape to, like the library, departmental study center, even a coffee shop where you can be anonymous. A change of venue may also bring extra resources.

- **Weekly reviews**

Weekly reviews and updates are also an important strategy. Each week, like a Sunday night, review your assignments, your notes, your calendar. Be mindful that as deadlines and exams approach, your weekly routine must adapt to them!

- **Prioritize your assignments**

When studying, get in the habit of beginning with the most difficult subject or task. You'll be fresh, and have more energy to take them on when you are at your best. For more difficult courses of study, try to be flexible.

- **Achieve -get something done!**

By starting, you may realize that there are some things you have not planned for in your process. Details of an assignment are not always evident until you begin the assignment. An adage in this context could be "perfection is the enemy of good", especially when it prevents you from starting! Given that you build in review, roughly draft your idea and get going! You will have time to edit and develop later.

- **Postpone unnecessary activities until the work is done!**

Postpone tasks or routines that can be put off until your school work is finished!

This can be the most difficult challenge of time management. As learners we always meet unexpected opportunities that look appealing, then result in poor performance on a test, on a paper, or in preparation for a task.

- **Identify resources to help you**

Are there tutors? An expert friend? Have you tried a keyword search on the Internet to get better explanations? Are there specialists in the library that can point you to resources? What about professionals and professional organizations. Using outside resources can save you time and energy, and solve problems.

- **Use your free time wisely**

Think of times when you can study "bits" as when walking, riding the bus, etc. Perhaps you've got music to listen to for your course in music appreciation, or drills in language learning? The bottom line is to put your time to good use.

Britton and Glynn (1989) described a simple theoretical model of time-management practices intended to maximize intellectual productivity. The present investigation was based loosely on that model. The model specifies several time management components: choosing goals and sub goals, prioritizing the goals, generating tasks and subtasks from the goals, prioritizing the tasks, listing the tasks on a "to-do" list, scheduling the tasks, and then carrying out the tasks. Here time management is only possible through self motivation.

Performance=Ability*Motivation

STATEMENT OF THE PROBLEM

To identify the activities preferred to revive from stressful situations and observing factors influencing momentary decisions of management students, between the age of 17 and 26 years, in Southern Bangalore

OBJECTIVES

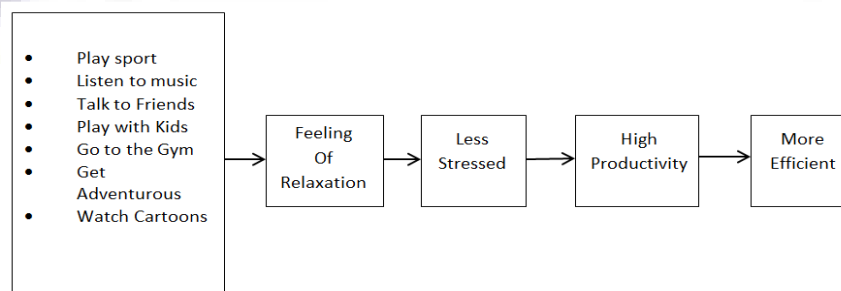
1. To study the importance of co-curricular activities and the study goals.
2. To obtain an understanding of the various daily activities of college students.
3. To study the activities preferred by the management students to rejuvenate themselves during the time of stress.
4. To study the factors those influence the momentary decisions.

HYPOTHESES

Hypothesis 1: Is there a relationship between age (17-26yrs) and time spend on the social media network.

Hypothesis 2: Is there a relation between concentration level and travelling time

THEORETICAL FRAMEWORK



Through our research we have found that these 7 activities – play sport, listen to music, talk to friends, play with a kid, go to the gym, get adventurous and watch cartoons are the most preferred activities when it comes to taking a study break or as a stress buster. Out of which 70% of the respondents preferred indulging into physical activities like going for a walk/run, heading to the gym or getting into an adventurous trip. By performing any one of the above mentioned seven factors, there is a sense of relaxation, this feeling of relaxation further leads to revival from saturation point, eventually leading to high productivity and efficiency.

Therefore it is suggested to take frequent intervals of break, while performing a tedious task or performing a task that involves a lot of mind work. This while act as a brain exercise and re-generate your thinking and make you efficient.

RESEARCH METHODOLOGY

This research is a combination of qualitative as well as quantitative research method, wherein we have provided information and a clear picture of the mentioned objectives, with respect to our sample. Data collected for this research is from the information in 2014. The source of data is primary. The data is collected through the means of Questionnaires/schedules, Online information and Research data portals. The sample plan involves the population of students; sample is the management students (Statistics – Between the ages of 17 – 26 years; pursuing management studies in tier one colleges.) Units are 80 management students in Bangalore. Time Period of data collection is from September 2014 – October 2014. Sampling technique and method used in this research paper is non-probabilistic sampling. Under Non-Probabilistic sample design, our sampling method is a combination of convenience sampling, where we are selecting our sample units based on our convenience; generally neighbors, friends, family members and colleagues & quota sampling, which is based on the basis of demographics (age, education & occupation). Our source of data collection is entirely dependent on Primary Sources. Since our research contains both elements of quantitative and qualitative research, the data is collected through surveys and questionnaire as well as through human observation. The reliability of our questionnaire has the value of Cronbach's Alpha = 0.903

RELIABILITY STATISTICS

| Cronbach's Alpha | Cronbach's Alpha Based on Standardized Items | No of Items |
|------------------|--|-------------|
| .903 | .905 | 7 |

ANALYSIS

TO STUDY THE IMPORTANCE OF CO-CURRICULAR ACTIVITIES AND THE STUDY GOALS

Nearly 91.3% of the respondents have valued both the study goals and co-curricular activities as important.

TABLE 1: IMPORTANCE OF STUDY GOALS

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree | 15 | 18.5 | 18.8 | 18.8 |
| | Agree | 31 | 38.3 | 38.8 | 57.5 |
| | NEUTRAL | 27 | 33.3 | 33.8 | 91.3 |
| | Disagree | 6 | 7.4 | 7.5 | 98.8 |
| | Strongly disagree | 1 | 1.2 | 1.3 | 100.0 |
| | Total | 80 | 98.8 | 100.0 | |
| Total | | 80 | 100.0 | | |

Source : survey

TABLE 2: IMPORTANCE OF CO-CURRICULAR ACTIVITIES

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------------------|-----------|---------|---------------|--------------------|
| Valid | Strongly agree | 9 | 11.3 | 11.3 | 11.3 |
| | Agree | 29 | 36.3 | 36.3 | 47.6 |
| | NEUTRAL | 35 | 43.8 | 43.8 | 91.4 |
| | Disagree | 4 | 5 | 5.0 | 96.4 |
| | Strongly disagree | 3 | 3.6 | 3.6 | 100.0 |
| | Total | 80 | 100 | 100.0 | |

Source: survey

TO OBTAIN THE UNDERSTANDING OF THE VARIOUS DAILY ACTIVITIES OF THE COLLEGE STUDENTS

Various activities that we have considered for our study are: time spent on social media, time spent travelling, exercise time, and time spent in the classrooms (formal lectures)

TABLE 3: TIME SPENT ON SOCIAL MEDIA EVERY DAY

| SOCIAL MEDIA NETWORK | | | | | |
|----------------------|-------------------|-----------|---------|---------------|--------------------|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | LESS THAN AN HOUR | 24 | 29.6 | 30.0 | 30.0 |
| | LESS THAN 2 HOURS | 23 | 28.4 | 28.8 | 58.8 |
| | LESS THAN 3 HOURS | 15 | 18.5 | 18.8 | 77.5 |
| | MORE THAN 3 HOURS | 18 | 22.2 | 22.5 | 100.0 |
| | Total | 80 | 98.8 | 100.0 | |
| Missing | System | 1 | 1.2 | | |
| Total | | 81 | 100.0 | | |

Source: Survey

58.8% of the respondents spend a minimum of 2 hours over social media networking sites on a daily basis.

TRAVELLING TIME

The data below shows travelling time made by the respondents and frequencies show that almost 53.1% of the students travel less than half an hour a day and nearly 43.2% of the students travel around for 1 to 3 hours in a day.

TABLE 4: TIME SPENT ON TRAVEL

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | LESS THAN 30 MIN | 43 | 53.1 | 53.8 | 53.8 |
| | 1-3 HOURS | 35 | 43.2 | 43.8 | 97.5 |
| | 4-6 HOURS | 1 | 1.2 | 1.3 | 98.8 |
| | MORE THAN 6 HOURS | 1 | 1.2 | 1.3 | 100.0 |
| | Total | 80 | 98.8 | 100.0 | |
| Missing | System | 1 | 1.2 | | |
| Total | | 81 | 100.0 | | |

Source : Survey

TABLE 5: TIME SPENT ON THE CLASS ROOM

TIME SPENT IN CLASS ROOM - 46.9% OF THE RESPONDENTS SPEND CLOSE TO 6 HOURS IN THE CLASSROOM

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-------------------|-----------|---------|---------------|--------------------|
| Valid | LESS THAN 4 HOURS | 20 | 24.7 | 25.0 | 25.0 |
| | LESS THAN 6 HOURS | 38 | 46.9 | 47.5 | 72.5 |
| | MORE THAN 6 HOURS | 22 | 27.2 | 27.5 | 100.0 |
| | Total | 80 | 98.8 | 100.0 | |
| Missing | System | 1 | 1.2 | | |
| Total | | 81 | 100.0 | | |

Source: survey

EXERCISE TIME - The responses show that nearly 60.5% didn't exercise on regular basis and only about 17.3% of the students exercise regularly almost every day.

TABLE 6: TIME SPENT ON EXERCISE

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---------|-----------------|-----------|---------|---------------|--------------------|
| Valid | NOT REGULAR | 49 | 60.5 | 61.3 | 61.3 |
| | ONCE A WEEK | 5 | 6.2 | 6.3 | 67.5 |
| | 2-4 DAYS A WEEK | 12 | 14.8 | 15.0 | 82.5 |
| | 5-7 DAYS A WEEK | 14 | 17.3 | 17.5 | 100.0 |
| | Total | 80 | 98.8 | 100.0 | |
| Missing | System | 1 | 1.2 | | |
| Total | | 81 | 100.0 | | |

Source: Survey

In order to test the relationship between the age and time spent on social media, cross-tabulation was constructed and tested using chi-square. 58.75% of the respondents spend less than 2 hours on social media

H01: there is no relationship between age (17-26yrs) and time spent on the social media network.

V/s

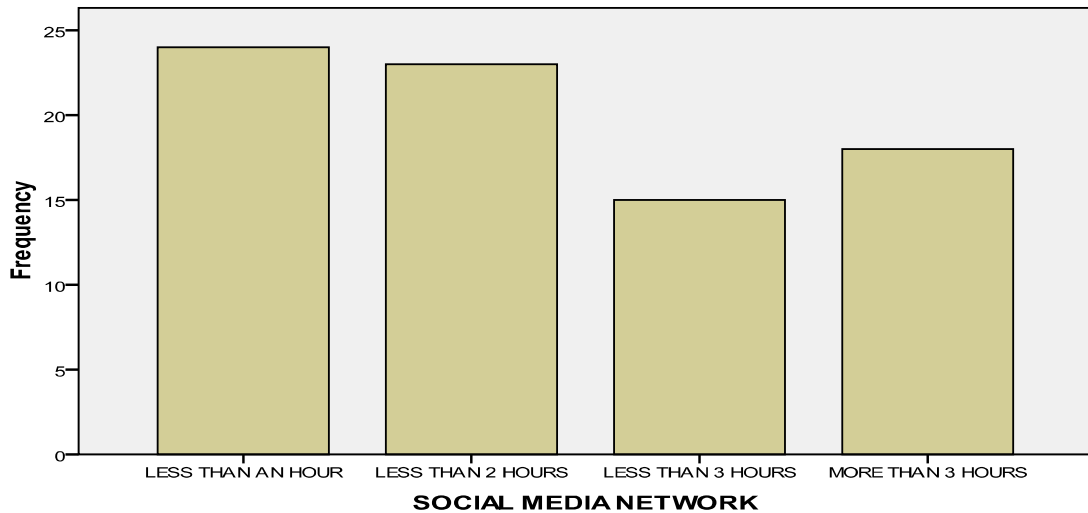
H11: there is a relationship between age (17-26yrs) and time spent on the social media network.

TABLE 7: CROSS TABULATION BETWEEN SOCIAL MEDIA NETWORK AND AGE

| Count | | AGE | | | | | | | | | | Total |
|----------------------|-------------------|-----|----|----|----|----|----|----|----|----|----|-------|
| | | 17 | 18 | 19 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | |
| SOCIAL MEDIA NETWORK | LESS THAN AN HOUR | 0 | 2 | 3 | 2 | 8 | 3 | 4 | 0 | 1 | 1 | 24 |
| | LESS THAN 2 HOURS | 2 | 1 | 1 | 3 | 11 | 1 | 1 | 1 | 2 | 0 | 23 |
| | LESS THAN 3 HOURS | 1 | 2 | 0 | 3 | 2 | 4 | 1 | 2 | 0 | 0 | 15 |
| | MORE THAN 3 HOURS | 1 | 1 | 3 | 4 | 3 | 3 | 2 | 1 | 0 | 0 | 18 |
| Total | | 4 | 6 | 7 | 12 | 24 | 11 | 8 | 4 | 3 | 1 | 80 |

Source : Survey

SOCIAL MEDIA NETWORK



| Chi-Square Tests | Value | df | Asymp. Sig. (2-sided) |
|------------------------------|---------------------|----|-----------------------|
| Pearson Chi-Square | 26.968 ^a | 27 | .466 |
| Likelihood Ratio | 30.943 | 27 | .273 |
| Linear-by-Linear Association | .966 | 1 | .326 |
| N of Valid Cases | 80 | | |

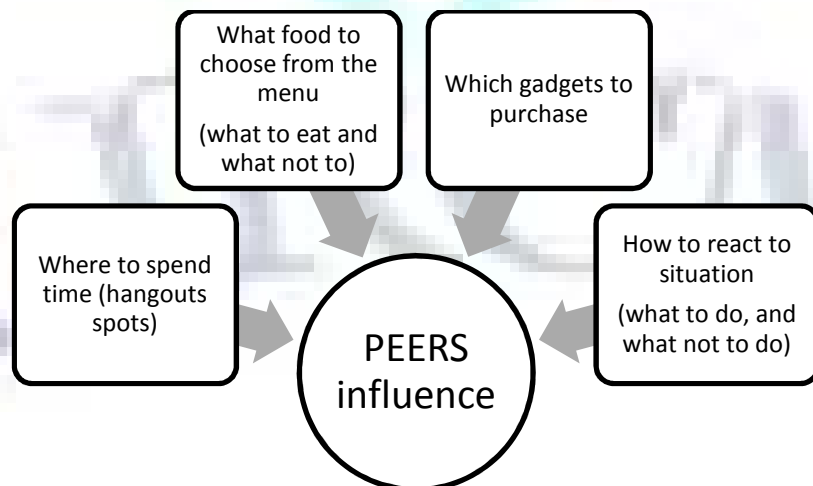
Since the table value (40.1 at 27 df) is greater than calculated value (26.968), there is sample evidence indicating that there is no relationship between the age and the time spent on social media. It is also support by the correlation coefficient value of -0.111. Hence there is no relationship between the age and usage of social media amongst this group.

TO STUDY THE FACTORS THOSE INFLUENCE THE MOMENTARY DECISION

| COMMUNALITIES | | |
|------------------------------|---------|------------|
| | Initial | Extraction |
| INFLUENCE ON HANG OUT | 1.000 | .487 |
| INFLUENCE ON MENU | 1.000 | .395 |
| INFLUENCE ON GARMENTS | 1.000 | .582 |
| INFLUENCE ON GADGET PURCHASE | 1.000 | .540 |
| INFLUENCE ON BEHAVIOUR | 1.000 | .682 |

Extraction Method: Principal Component Analysis.

We have observed that the peer influence is very high on how to react in different situations, with a supporting value of 68.2% agreeing upon the influence. While the influence on eating habits is comparatively low i.e. 39.5%.



In order to test is there a relation between concentration level and travelling time, cross-tabulation was constructed and tested using chi-square.

H0: There is no relation between concentration level and travelling time

V/s

H1: There is relation between concentration level and travelling time

TABLE 8: CROSS TABULATION BETWEEN TRAVELLING TIME AND CONCENTRATION LEVEL

| Count | | CONCENTRATION LEVEL | | | | | Total |
|-----------------|-------------------|---------------------|----|---------|----|-----|-------|
| | | SA | A | NEUTRAL | DA | SDA | |
| TRAVELLING TIME | LESS THAN 30 MIN | 19 | 12 | 7 | 2 | 2 | 42 |
| | 1-3 HOURS | 22 | 6 | 3 | 2 | 1 | 34 |
| | 4-6 HOURS | 0 | 1 | 0 | 0 | 0 | 1 |
| | MORE THAN 6 HOURS | 0 | 0 | 0 | 0 | 1 | 1 |
| Total | | 41 | 19 | 10 | 4 | 4 | 78 |

| CHI-SQUARE TESTS | | | |
|------------------------------|---------------------|----|-----------------------|
| | Value | Df | Asymp. Sig. (2-sided) |
| Pearson Chi-Square | 25.208 ^a | 12 | .014 |
| Likelihood Ratio | 12.441 | 12 | .411 |
| Linear-by-Linear Association | .173 | 1 | .678 |
| N of Valid Cases | 78 | | |

a. 15 cells (75.0%) have expected count less than 5. The minimum expected count is .05.

Since the table value (21.0126 at 5 df) is lesser than calculated value (25.208), there is sample evidence to indicate that there is a relationship between travel time and concentration level. Hence there is a relationship between travel time and concentration level.

To study the activities preferred by the management students to rejuvenate themselves during the time of stress

The responses from the students show that going to gym, playing a sport or doing an adventurous activity had more impact on relieving the stress.

| Component Matrix ^a | |
|---|-----------|
| | Component |
| | 1 |
| PLAY SPORT | .859 |
| LISTEN MUSIC | .626 |
| TALK TO FRIENDS | .710 |
| PLAY WITH KIDS | .821 |
| GO TO GYM | .872 |
| ADVENTEROUS | .867 |
| WATCH CARTOONS | .832 |
| Extraction Method: Principal Component. | |

The above mentioned factors are the most preferred activities when it comes to taking a break from stressful activities.

RESULTS & DISCUSSION

For finding whether there a relationship between age (17-26yrs) and time spend on the social media network. We have inferred that the time spent over social media is more or less the same within this age group which is 2 hours daily, travelling constitutes around 30 minutes to 1 hour of their time, 46.9% of the respondents spend less than 6 hours in the classroom, The responses show that nearly 60.5% didn't exercise on regular basis and only about 17.3% of the students exercise regularly almost every day. Most of the students spend less than an hour for University assignments on a daily basis.

We have understood that more the travelling time, lesser the concentration level amongst the group. Also we have inferred that study goals and co-curricular activities have more or else the same level of importance, study goals being on the higher side of the scale.

CONCLUSIONS

We have identified that the youth have always opted for a physical activity as a stress buster as well as study break activity. Also we have inferred that the youth spend a lot of time over social media network, on an average a 2 hours is a daily time allocation. The total time dedicated to class room and formal lecture hours on an average is a less than 6 hours in a typical week. There is a relationship between travelling and concentration levels the relationship is of inversely proportionate one. Minimum amount spent travelling is 30 minutes. Most of the youth spend less than an hour on their University assignments and on a Friday night the most widely preferred activity is to relax at home with family and friends or watch a movie.

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