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# AN EMPIRICAL STUDY ON STRESS SYMPTOMS OF ARTS, ENGINEERING AND MANAGEMENT STUDENTS IN TIRUCHIRAPALLI DISTRICT, TAMIL NADU

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## ABSTRACT

*The purpose of this empirical study is to throw light on different types of stress factors, stress symptom and their impacts on the College students from three different major disciplines namely Arts, Engineering and Management from some of the reputed Colleges in Tiruchirapalli District, Tamil Nadu- India.*

## KEYWORDS

Stress Symptoms, Stresses of College Students, Students' Stress.

## INTRODUCTION

Transition of students from school environment to College environment could cause a psychological, academic and social shock to them, since this educational system has huge differences: the student will face new methods of teaching, new academic requirements, new type of relations between students and faculties and even new relations among students themselves. Due to these changes, students can potentially experience different types of stress that can affect their mental and social health and their academic achievement. Stress is one of the main aspects of our modern life, resulted from the rapid changes in human life, so this age is called the age of stress. In this Study three colleges from each discipline in Tiruchirapalli District were identified and a questionnaire survey was conducted among those College students. The questionnaire feedback data collected from students were then organized, compiled, tabulated, analyzed discipline wise and suitable suggestions were given for those findings in this report.

## REVIEW OF RELATED LITERATURES

Several studies have been undertaken to analyze the stress among the college students. The following are some of the studies conducted by the analysts in the past.

- ✓ **Tara Smith** and **Kimberly Renk** researched on Predictors of Academic-Related Stress in College Students: An Examination of Coping, Social Support, Parenting, and Anxiety. This study examined potential predictors of the academic related stress experienced by college students.
- ✓ **Uma A. Shenoy** conducted a comparative study on College-Stress and Symptom-expression in International Students. This investigation examines the differences in symptom expression between Caucasians and Asians in response to college stress.
- ✓ **Beth Loeper** conducted a Qualitative Study of Nontraditional Student at St. Mary's College of Maryland. In this research the Researcher says that, there is a dramatic rise in the number of nontraditional students, over 24 years of age, entering colleges and universities.
- ✓ **Denise Pfeiffer** studied on Academic and Environmental Stress among Undergraduate and Graduate College Students. This study is a review of literature and a critical analysis of stress among undergraduate and graduate college students.
- ✓ **Purna Prabhakar Nandamuri** and **Gowthami** researched the Sources of Academic Stress on Management Students; they have researched on the components of academic stress and have identified different stressors among the post graduate management student from various management institutes spread across the Warangal district of Andhra Pradesh in India
- ✓ **Laura P. Womble** made a study on Impact of Stress Factors on College Students Academic Performance. The Researcher states that, Stress can have an impact on a student's academic performance.
- ✓ **Dr. Ahmad M Thawabieh** and **Dr. Lama M Qaisy** made an assessment on Stress among University Students. In this study the researches aimed to assess the levels of stress experienced by university students. A quantitative approach has been undertaken to assess students' stress. The sample consisted of 471 students from Tafila Technical University. The results indicate that the students experienced a moderate level of stress.

## STATEMENT OF THE PROBLEM

In this modern scenario human beings are living in midst of various events and they should adapt to the various environmental factors for the purpose of life existence. Before several decades, people living in the world were stress free, because they were not much influenced by the environmental factors such as technology, politics, economy and other social interactions. But today it is not like that, every man and woman living in any culture or in any society; they are bounded by the major problem called stress. This should be curtailed when we study the reason for stress which influences a person in the student level. The study of students stress is the most important and inevitable for this modern society. This research is an attempt to study the Students stress in college level based on three major disciplines such as Arts, Engineering and Management respectively. Moreover a scientific enquiry about the reasons for students stresses was done, How the Students are affected by stress? What are the factors influencing students stress? And how we have to eradicate stress in the minds of college students? These issues motivated to investigate and conduct in-depth inquiry about the students stress in Tiruchirapalli District.

## OBJECTIVES OF THE STUDY

- 1) To know the profile of the college students in Tiruchirapalli District.
- 2) To study the theoretical frame work of the college students stress.
- 3) To analyze the academic, non-academic and students stress symptoms based on the discipline of the college students.
- 4) To scrutinize the impact of academic and non-academic factors on the students stress symptoms.
- 5) To propose a multi-dimensional and structural model of evaluating the college students stress in Tiruchirapalli District.
- 6) To give suitable suggestions and recommendations to mould the college students to free from the evils of stress.

## HYPOTHESIS OF THE STUDY

- 1) The academic, non-academic and stress symptoms are same irrespective of the discipline of the students.
- 2) The academic and non-academic factors does not simultaneously influences the students stress symptoms.

## RESEARCH METHODOLOGY

### PILOT STUDY

A Draft Questionnaire was prepared by the researcher to evaluate the college students' stress and it comprises of four different set of questions. They are Personal demographic profile (6), Academic Factors (11), Non-academic factors (9) and Stress Symptoms (7) respectively, which are anchored at five point likert

scale. 90 students were randomly selected under the disciplines namely Arts, Engineering and Management and the Draft Questionnaire was issued to these students for the purpose of collecting the preliminary information about the stress symptoms of the students. After the Data collection is over, the researcher used some data managing techniques. At first the multivariate outlier detection was applied and we found that out of 90 college students 12 students are found to be out layers and we removed the 12 observations and retained the remaining for further analysis, moreover the researcher checked the reliability and the equivalence of the 20 conceptual items under 2 dimensions namely Academic factors (10) and Non-academic factors (10) to evaluate the effects of three dimension on the stress symptoms of college students. The result of the Cronbach's Alpha for the 20 items is 63.5% and it shows the items under the two dimensions achieved the internal consistency and it is more reliable. Similarly Hotel ling's T-squared Test was also applied to find the mean equivalence among the items and the test results shows that the 20 items under academic factors and non-academic factors are different and it conveys the actual meaning of the statements raised in the questionnaire at 5% level. Beside this logically and rationally modified the semantic meaning of the conceptual questions raised in the questionnaire.

#### SAMPLING FRAME WORK

The research is a sample survey to elevate the impacts of academic and non-academic factors of college students on the stress symptoms. For this the researcher adapted a Purposive sampling method which comes under the non-parabolic sampling technique. Moreover under the three disciplines namely Arts, Engineering and Management, the researcher has selected three Engineering Colleges namely PABCET, Saranathan and JJ Engineering College respectively for the purpose of evaluating the College students stress symptoms in engineering discipline. Similarly, for the purpose of analyzing the College students stress symptoms in arts discipline we selected Indira Gandhi, Bishop Heber and St. Joseph College respectively. In the same manner, in order to study the stress symptoms of the Management students the researcher selected three famous colleges in Tiruchirapalli District and they are Bishop Heber, St. Joseph and JJ College respectively. The calculations of sample size under the disciplines are as follows:

DISCIPLINE	SAMPLE SIZE (n)
Arts	209
Engineering	76
Management	116
<b>TOTAL</b>	<b>401</b>

#### DETERMINATION OF SAMPLE SIZE

In order to determine the sample size for this research study the following formula is used:

$$n = \left( \frac{ZS}{e} \right)^2$$

Where,

- $n$  = the sample size,  
 $Z$  = the standard normal variate value (1.645) at 95% confidence level,  
 $e$  = the allowable sampling error at 5% and  
 $s$  = the standard deviation of the raw stress symptom score.

Based on the Pilot study, the standard deviation of the raw stress symptoms score of the college students based on the disciplines namely Arts (0.04394), Engineering (0.265) and Management (0.3274) are calculated. Now by substituting the above said values in the formula, we get the required sample size of the college students and each discipline are derived and it is the lower limit of the sample size used to analyze the stress symptoms of the college students in Tiruchirapalli District and it is given as follows.

#### DATA COLLECTION AND INSTRUMENTATION

A well structured Questionnaire was prepared by the researcher after the pilot study is completed by rectifying the short comings faced in the pilot study results. The finalized Questionnaire is divided into three parts, in which the first part includes the questions regarding personal demographic profile of the college students; Part 2 elucidates the conceptual questions under two dimensions namely academic factors (11) and non-academic factors (9). Similarly Part 3 exhibits the questions regarding the stress symptoms of the students which compressed (7) items. All these items were anchored at five point likert scale (from 1 to 5). Finally secondary information regarding the profile of the college students and related reviews are also collected by the researcher through the internet source. The researcher also visited all the aforementioned colleges in Tiruchirapalli District for the purpose of conducting some formal discussion with the faculties and the students.

#### SCOPE OF THE STUDY

This research made an attempt to identify the different stress factors that influence the college students, stress symptoms and impacts. At first, the variables of the stressors were identified and used in the study. The study categorized the stress of students of arts, engineering and management disciplines.

#### PROFILE OF THE COLLEGES

For this study on Stress among College Students of Arts, Engineering and Management students in Tiruchirapalli District, some of the well reputed College Institutions in Tiruchirapalli District are identified and an opinion survey is conducted by getting Questionnaire feedback from those college students discipline wise as shown below:

1. Arts Colleges	2. Engineering Colleges	3. Management Colleges
✓ Shrimati Indira Gandhi College	✓ Pavendar Bharathidasan College of Engineering & Technology	✓ J.J. College of Engineering & Technology (Management)
✓ Bishop Heber College	✓ J.J. College of Engineering & Technology	✓ Bishop Heber College
✓ St. Joseph's College	✓ Saranathan College of Engineering	✓ St. Joseph's College

#### CAUSES FOR STRESS IN COLLEGE STUDENTS

For College Students, irrespective of their disciplines the stress is caused mainly due to two set of factors namely,

1. Academic Factors	2. Non-academic factors
✓ Improper teaching	✓ Inconvenient accommodation
✓ Lack of information to be learnt	✓ Difficulty in mingling with same age group
✓ Competition for scoring marks	✓ Insufficient time for recreation
✓ Continuous or frequent examinations	✓ Lack of health
✓ Long hours of academic work	✓ Poor infrastructure
✓ Barriers in communication	✓ Feeling home sick
✓ Heavy work load	✓ Financial problems
✓ Inadequate resources	✓ Uncertainty about getting job after graduation
✓ Irregular attendance	✓ High expectations from parents
✓ Dilemma in choosing the Discipline	
✓ Insufficient library facilities	



**WHAT IS STRESS? STRESS - DEFINITION**

The term "Stress" is borrowed from the discipline of physics. Stress actually means pressure. This inner pressure is a psychological and physiological response to events that upset our personal balance. Stress is simply defined as the body's non-specific response to any demand placed upon it. The responses may be physical like head ache, emotional such as fear or sadness and behavioural such as increased anxiety. If a person experiences a continuous state of depression due to stress over a prolonged period of time and cannot return to a relaxed state, then the stress becomes negative and risky. Some destructive strategies to reduce these stresses include using tobacco, drinking alcohol, taking illegal drugs and overusing of prescribed medications. All of these strategies can only bring a short term relief but at a high cost of damage to both body and mind. Is all the stresses are negative or bad? Should everyone strive to stamp stress out of our life completely? The answer is definitely no! Positive stress serves some useful purposes in our lives. A positive stress sometimes drives a person towards his success. For example, stress is essential for learning because a research study says that learning takes place only under a moderate condition of stress levels. So our goal must be to keep our stress at a moderate level, neither too low or stress free that we may feel bored nor so high that we are overwhelmed.

**STRESS SYMPTOMS OF COLLEGE STUDENTS**

Symptoms are the some of the reactions and changes due to stress. Every one reacts to stress differently. Some symptoms will only have impact on the individual who is directly experiencing the stress, while the other symptoms of stress may have an impact over their relationship with others. Perhaps some experiences both when their stress levels are elevated. The three main stress symptoms of college students are

1. Physical symptoms	2. Emotional symptoms	3. Behavioural symptoms
✓ Headaches	✓ Moody and hypersensitive	✓ Eating more or less
✓ Digestive problem	✓ Restlessness and anxiety	✓ Sleeplessness
✓ Sleep disturbance	✓ Depression	✓ Isolation
✓ Fatigue	✓ Anger and resentment	✓ Neglecting responsibilities
✓ High Blood pressure	✓ Irritation	✓ Increased alcohol and drug use
✓ Weight gain or loss	✓ Lack of confidence	✓ Nervous habits
✓ Asthma or shortness of breath	✓ Apathy	✓ Teeth grinding or jaw
	✓ Urge to laugh or cry at inappropriate times	✓ Clenching
		✓ Overdoing activities such as exercising or shopping
		✓ Losing temper
		✓ Overreacting to unexpected problem

**DATA ANALYSIS**

After the final data collections were completed, the researcher then conducted computerized data with the help of famous statistics software namely IBM SPSS 20 and SPSS AMOS Version 20. At first the collected data were organized and logically tabulated. Cross tabulations were prepared according to the subject discipline of the students; with this one Wayanova is also used to find the mean equivalence of the perception regarding the items under academic and non-academic factors according to the discipline. Secondly, Multivariate Regression Analysis is utilized to find the impact of academic and non-academic factors on the stress symptoms of the college students. Finally Structural Equation Modeling is applied to propose a multi-dimensional model of evaluating stress symptoms of college students in Tiruchirapalli District.

**TABLE-1: STRUCTURAL MODEL OF STUDENTS STRESS MANAGEMENT AND MULTI DIMENSIONAL EFFECT OF ACADEMIC AND NON ACADEMIC FACTORS ON STRESS SYMPTOMS OF ARTS STUDENTS**

Independent	Dependent	Constructs name	Un-standardised coefficient	Standard error	Standardised coefficient	Critical ratio	P-value
Indicators	Improper teaching	Academic	1.623	.224	.678	7.235	0.00
	Lack of information		1.499	.198	.730	7.563	0.00
	Scoring marks		.814	.139	.500	5.867	0.00
	Frequent examinations		1.170	.192	.526	6.091	0.00
	More academic work		.731	.152	.389	4.805	0.00
	Communication Barriers		1.683	.223	.725	7.532	0.00
	Heavy Workload		1.058	.186	.481	5.695	0.00
	Inadequate Resources		1.276	.169	.731	7.567	0.00
	Poor attendance		.946	.150	.550	6.298	0.00
	Inappropriate specialisation		1.070	.185	.491	5.786	0.00
	Inadequate library facilities	Non Academic	1.000	-	.556	-	-
	Inconvenient accommodation		1.000	-	.586	-	-
	Introversion		.199	.164	.094	1.211	.226
	Insufficient time for Recreation		.647	.130	.420	4.994	0.00
	Poor health		.451	.127	.285	3.551	0.00
	Inadequate infrastructure		1.104	.168	.602	6.590	0.00
	Home sick		.465	.149	.247	3.116	.002
	Financial problems		1.858	.248	.744	7.499	0.00
	Job		1.427	.198	.689	7.196	0.00
	High expectation from parents		.800	.204	.318	3.921	0.00
Constructs	Physical stress	Academic	.883	.261	.619	3.384	0.00
		Non Academic	-.662	.252	-.481	-2.632	.008
	Emotional stress	Academic	-.050	.101	-.080	-.498	.619
		Non Academic	.096	.104	.160	.928	.353
	Behavioural stress	Academic	-.290	.179	-.499	-1.621	.105
		Non Academic	.111	.144	.199	.773	.440
Indicators	Nervous Indigestion	Physical stress	1.000		.628		
	Breathing problem		.103	.153	.069	.672	.501
	Feeling and anxiety	Emotional stress	1.000	-	.335	-	-
	Continuous thinking		.591	.438	.151	1.350	.177
	Trouble in concentration		2.331	.732	.638	3.186	.001
	Drinking and smoking	Behavioural stress	1.000		.312		
	Counter Medications for relax		-1.683	1.105	-.360	-1.523	.128

RMR=.213 GFI=.530 AGFI=.447 PGFI=.450 RMSEA=.207

LL (RMSEA) =.201

UL(RMSEA) 90=.214 PCLOSE=.000

Table-1: Describes the structural model of students stress symptoms and multidimensional influence of Academic and Non Academic factors for Arts students. The result of the confirmatory factor analysis and measurement model of analyzing the students stress symptoms reveals that the academic factors influenced the physical stress of Arts students with the un-standardized coefficient of 0.883 followed by the non-academic factors with the positive co-efficient of 0.096 and 0.11 which also positively increase the emotional stress and behavioural stress of the students. More over if the physical stress increases less than the Arts students are suffered from breathing problem followed by the emotional stress which leads and disturbs the students' concentration. Similarly the above said factors and its influence are also statistically significant at 1% level based on the critical ratio test. As far as model fitness is concern, the RMR (0.213), GFI is more than fifty percent, RMSEA is also close to 0 and p-close of the estimated RMSEA is also significant at 1% level which are the additional evidence which leads the researcher to finalize the proposed multidimensional and structural model of students stress symptoms is a valid model for evaluating and measuring the students stress for Arts students in Tiruchirapalli.

**TABLE-2: STRUCTURAL MODEL OF STUDENTS STRESS MANAGEMENT AND MULTI DIMENSIONAL EFFECT OF ACADEMIC AND NON ACADEMIC FACTORS ON STRESS SYMPTOMS OF ENGINEERING STUDENTS**

Independent	Dependent	Constructs name	Un-standardised coefficient	Standard error	Standardised coefficient	Critical ratio	P-value
Indicators	Improper teaching	Academic	5.930	9.458	.406	.627	.531
	Lack of information		4.473	7.218	.322	.620	.535
	Scoring marks		-1.047	2.204	-.092	-.475	.635
	Frequent examinations		1.705	3.163	.130	.539	.590
	More academic work		7.123	11.294	.481	.631	.528
	Communication Barriers		5.412	8.630	.407	.627	.531
	Heavy Workload		7.955	12.613	.482	.631	.528
	Inadequate Resources		11.462	18.023	.783	.636	.525
	Poor attendance		8.045	12.686	.611	.634	.526
	Inappropriate specialisation		4.698	7.595	.313	.619	.536
	Inadequate library facilities		1.000	-	.083	-	-
	Inconvenient accommodation	Non Academic	1.000	-	.538	-	-
	Introversion		7.794	.327	.342	2.430	.015
	Insufficient time for Recreation		.230	.263	.113	.873	.383
	Poor health		.775	.278	.405	2.792	.005
	Inadequate infrastructure		.716	.299	.336	2.394	.017
	Home sick		2.050	.518	.853	3.956	0.00
	Financial problems		.923	.374	.348	2.466	.014
	Job		.309	.359	.112	.862	.389
	High expectation from parents		-.831	.347	-.335	-2.393	.017
Constructs	Physical stress	Academic	-1.042	3.089	-.076	-.337	.736
		Non Academic	-.385	.415	-.177	-.928	.353
	Emotional stress	Academic	-3.567	6.021	-.331	-.592	.554
		Non Academic	-.664	.375	-.391	-1.772	.076
	Behavioural stress	Academic	.308	1.039	.077	.297	.767
		Non Academic	-.333	.306	-.528	-1.090	.276
Indicators	Nervous Indigestion	Physical stress	1.000	-	.748	-	-
	Breathing problem		.063	.169	.057	.373	.709
	Feeling and anxiety	Emotional stress	1.000	-	.624	-	-
	Continuous thinking		-.131	.246	-.084	-.531	.597
	Trouble in concentration		.445	.261	.286	1.707	.088
	Drinking and smoking	Behavioural stress	1.000	-	.288	-	-
	Counter Medications for relax		-2.652	2.449	-.599	-1.083	.279

RMR = .190 GFI=.565 AGFI=.484 PGFI=.476 RMSEA=.168 LL(RMSEA)=.156 UL(RMSEA)=.180 PCLOSE=.000

Table-2: Describes the structural model of students stress symptoms and multidimensional influence of Academic and Non Academic factors for Engineering students. The result of the confirmatory factor analysis and measurement model of analysing the students stress symptoms reveals that the academic factors influenced the physical stress of engineering students with the un-standardized coefficient of 0.308 increases the behavioural stress of the students. More over if the physical stress increases for engineering students are suffered from breathing problem. Similarly the above said factors and its influence are also statistically significant at 1% level based on the critical ratio test. As far as model fitness is concern, the RMR (0.190), GFI is more than fifty percent, RMSEA is also close to 0 and p-close of the estimated RMSEA is also significant at 1% level which are the additional evidence which leads the researcher to finalize the proposed multidimensional and structural model of students stress symptoms is a valid model for evaluating and measuring the students stress for engineering students in Tiruchirapalli.

**TABLE-3: STRUCTURAL MODEL OF STUDENTS STRESS MANAGEMENT AND MULTI DIMENSIONAL EFFECT OF ACADEMIC AND NON ACADEMIC FACTORS ON STRESS SYMPTOMS OF MANAGEMENT STUDENTS**

Independent	Dependent	Constructs name	Un-standardised coefficient	Standard error	Standardised coefficient	Critical ratio	P-value
Indicators	Improper teaching	Academic	7.099	6.822	.658	1.041	.298
	Lack of information		6.067	5.837	.628	1.039	.299
	Scoring marks		2.330	2.382	.271	.978	.328
	Frequent examinations		3.824	3.763	.391	1.016	.310
	More academic work		4.717	4.593	.466	1.027	.304
	Communication Barriers		5.828	5.628	.560	1.035	.300
	Heavy Workload		6.794	6.548	.595	1.038	.299
	Inadequate Resources		6.086	5.853	.637	1.040	.298
	Poor attendance		4.776	4.648	.470	1.028	.304
	Inappropriate specialisation		1.780	2.023	.166	.880	.379
	Inadequate library facilities		1.000	-	.108	-	-
	Inconvenient accommodation	Non Academic	1.000	-	.114	-	-
	Introversion		2.326	2.468	.225	.943	.346
	Insufficient time for Recreation		2.438	2.463	.303	.990	.322
	Poor health		1.824	1.908	.241	.956	.339
	Inadequate infrastructure		3.540	3.546	.325	.998	.318
	Home sick		3.859	3.826	.361	1.009	.313
	Financial problems		8.551	8.197	.743	1.043	.297
	Job		7.502	7.207	.639	1.041	.298
	High expectation from parents		1.585	2.006	.129	.790	.429
Constructs	Physical stress	Academic	1.313	1.918	.175	.684	.494
		Non Academic	-3.675	3.800	-.492	-.967	.333
	Emotional stress	Academic	.913	1.826	.095	.500	.617
		Non Academic	-3.875	4.033	-.407	-.961	.337
	Behavioural stress	Academic	-.030	1.467	-.003	-.020	.984
		Non Academic	-.022	1.520	-.002	-.014	.989
Indicators	Nervous Indigestion	Physical stress	1.000	-	.642	-	-
	Breathing problem		.156	.197	.109	.790	.430
	Feeling and anxiety	Emotional stress	1.000	-	.733	-	-
	Continuous thinking		-.037	.159	-.029	-.236	.814
	Trouble in concentration		.365	.154	.290	2.366	.018
	Drinking and smoking	Behavioural stress	1.000	-	.707	-	-
	Counter Medications for relax		-.871	.187	-.563	-4.654	-

RMR=.208 GFI=8.609 AGFI=.541 PGFI=.518 RMSEA=.144 LL(RMSEA)=.135 UL(RMSEA)=.153 PCLOSE=.000

Table-3: Describes the structural model of students stress symptoms and multidimensional influence of Academic and Non Academic factors for Management students. The result of the confirmatory factor analysis and measurement model of analysis the students stress symptoms reveals that the Non Academic factors influenced the physical stress of management students with the un-standardized coefficient of 1.313 followed by which also increases emotional stress of the academic factor with the positive coefficient 0.913. Moreover the physical stress increases for management students are suffered from breathing problem. Similarly the above said factors and its influence are also statistically significant at 1% level based on the critical ratio level. As far as model fitness is concern, the RMR (0.208), GFI is more than fifty percent, RMSEA is also close to 0 and p-close of the estimated RMSEA is also significant at 1% level which are the additional evidence which leads the researcher to finalize the proposed multidimensional and structural model of students stress symptoms is a valid model for evaluating and measuring the students stress for management students in Tiruchirapalli.

**TABLE-4: STRUCTURAL MODEL OF STUDENTS STRESS MANAGEMENT AND MULTI DIMENSIONAL EFFECT OF ACADEMIC AND NON ACADEMIC FACTORS ON STRESS SYMPTOMS OF POOLED STUDENTS**

Independent	Dependent	Constructs name	Un-standardised coefficient	Standard error	Standardised coefficient	Critical ratio	P-value
Indicators	Improper teaching	Academic	2.405	.363	.710	6.621	0.00
	Lack of information		2.087	.316	.701	6.601	0.00
	Scoring marks		.827	.171	.333	4.844	0.00
	Frequent examinations		1.398	.247	.447	5.654	0.00
	More academic work		1.073	.211	.363	5.096	0.00
	Communication Barriers		2.162	.331	.671	6.530	0.00
	Heavy Workload		1.473	.261	.446	5.651	0.00
	Inadequate Resources		1.623	.261	.571	6.226	0.00
	Poor attendance		1.773	.215	.414	5.458	0.00
	Inappropriate specialisation		1.392	.264	.386	5.267	0.00
	Inadequate library facilities		1.000	-	.356	-	-
	Inconvenient accommodation	Non Academic	1.000	-	.367	-	-
	Introversion		.627	.194	.203	3.239	.001
	Insufficient time for Recreation		.532	.154	.221	3.467	0.00
	Poor health		.609	.156	.259	3.899	0.00
	Inadequate infrastructure		1.548	.265	.543	5.833	0.00
	Home sick		1.036	.223	.336	4.638	0.00
	Financial problems		2.295	.374	.639	6.128	0.00
	Job		2.220	.359	.669	6.191	0.00
	High expectation from parents		.859	.240	.230	3.573	0.00
Constructs	Physical stress	Academic	.924	-	.326	-	-
		Non Academic	-.855	-	-.317	-	-
	Emotional stress	Academic	1.109	-	.761	-	-
		Non Academic	.495	-	.565	-	-
	Behavioural stress	Academic	-.097	-	-.532	-	-
		Non Academic	1.000	-	1.151	-	-
Indicators	Nervous Indigestion	Physical stress	.026	.031	.034	.822	.411
	Breathing problem		1.000	-	.860	-	-
	Feeling and anxiety	Emotional stress	.104	.086	.071	1.203	.229
	Continuous thinking		.377	.130	.269	2.905	.004
	Trouble in concentration		1.000	-	.200	-	-
	Drinking and smoking	Behavioural stress	-6.332	3.218	-.827	-1.968	.049
	Counter Medications for relax						

RMR=.174 GFI=.665 AGFI=.603 PGFI=.561 RMSEA=.141 LL(RMSEA)=.136 UL(RMSEA)=.145 PCLOSE=.000

Table-4: Describes the structural model of students stress symptoms and multidimensional influence of Academic and Non Academic factors for Pooled students. The result of the confirmatory factors analysis and measurement model of analysing the students stress symptoms reveals that the academic factors influenced the physical stress of pooled students with the un-standardized co-efficient of 0.924 and emotional stress is 0.435 co-efficient of the students. Moreover if the emotional stress is more than the physical stress of the pooled students, the students are suffered and disturbed from concentration and continuous thinking followed by the physical stress which leads to breathing problem for the pooled students. Similarly the above said factors and its influence are also statistically significant at 1% level based on the critical ratio test. As far as model fitness is concern, the RMR (0.174), GFI is more than fifty percent, RMSEA is also close to 0 and p-close of the estimated RMSEA is also significant at 1% level which are the additional evidence which leads the researcher to finalize the proposed multidimensional and structural model of students stress symptoms is a valid model for evaluating and measuring the students stress for pooled students in Tiruchirappalli.

## FINDINGS AND SUGGESTIONS

### SUGGESTIONS FOR ACADEMIC FACTORS

- ✓ The categorized items under the academic factors, which are responsible for stress among the students, are Scoring marks, Inadequate resources, Poor attendance, Inappropriate specialization and Inadequate library facilities.
- ✓ Out of which, the problem of Scoring marks is the major concern found among both the Engineering and the Management Students. This can be eliminated by prior, periodical and planned preparation for exams and by enhancing a better understanding of the subjects.
- ✓ Inadequate resources is the stress factor that largely prevails among the Arts and the Pooled students which can be rectified by providing proper resources like adequate Internet access Facilities, exposure to latest technology developments, articles and magazines related to their subjects that are necessary to complete their assignments, academic tasks and project works.
- ✓ Poor attendance is the vital stress item identified among Arts, Engineering and Pooled students. This can be minimized by giving personal care, guidance and counseling to those students who are in short of attendance due to some personal reasons. This can also be overcome by the positive attitude of the faculties like creating interest in studies by applying appreciable communication skills thereby eliminating bore, tiresome and prolonged lectures.
- ✓ Dilemma in choosing the discipline i.e. inappropriate specialization is common stress item among the Arts and Pooled students. This can be eradicated by motivating the morale of the students by emphasizing the merits of the specialization, their career opportunities after graduation and insisting them the current demand for the specialists in those subjects.
- ✓ Inadequate library facilities among the Arts students can be tackled by providing a well-equipped library with all required technical books, latest articles and magazines related to their subjects, should also have furnished proper space, lighting and optimum ambience for reading.

### SUGGESTIONS FOR NON-ACADEMIC FACTORS

- ✓ The categorized items under the non-academic factors, which are responsible for stress among the students, are inconvenient accommodation, insufficient time for recreation, inadequate infrastructure, Homesick, Fear about future and high expectations from parents.



- ✓ The Arts students are mostly affected by the inadequate infrastructure which can be solved by maintaining a good environment and infrastructure like providing safe drinking water, tidy hostel and sanitary facilities.
- ✓ The fear about future is commonly found among Arts, Management and Pooled students. This can be significantly decreased by motivating the students psychologically to cultivate their self-esteem, by exploring and encouraging the entrepreneur abilities of the students and creating awareness about their wide spread opportunities after their graduation.
- ✓ The stress evolved due to high expectations from parents is evident among Engineering, Management and Pooled students. The parents must understand the ability and adaptability of the students. Parents should encourage the interests, choice of career and ambitions of their wards rather compelling the students to fulfill parents' expectations.

### SUGGESTIONS FOR IMPACT OF ACADEMIC AND NON-ACADEMIC FACTORS ON STRESS SYMPTOMS

- ✓ Lack of information causes physical and emotional stress to the arts students, whereas it causes emotional stress to engineering students and it causes emotional and behavioural stress to management students and it causes emotional stress to pooled students. This stress is due to the inability of the faculties to complete the syllabus within the stipulated time. This shall be successfully handled by the faculties by adhering time management principles to cover the syllabus within the specific time.
- ✓ Difficulty in scoring marks creates a behavioural stress among the arts students. As discussed earlier, this can be eliminated by prior, periodical and planned preparation for exams and by enhancing a better understanding of the subjects.
- ✓ Frequent examinations causes physical stress among arts and pooled students and also causes behavioural stress among engineering and management students. This can be minimized by providing sufficient time interval between the examinations for the students to prepare for the same.
- ✓ Improper teaching results in physical and emotional stress among engineering and pooled students and also results in physical, emotional and behavioural stress among management students. This stress is due to inexperience and casual attitude of the faculties. Faculties shall overcome this by conveying the subjects to the students in a crisp, lucid and in a perceiving manner.
- ✓ Communication barrier induces physical and emotional stress to arts students, and induces physical and behavioural stress to engineering and management students and also induces behavioural stress to pooled students. This miscommunication with staffs is due to hesitation and fear of the students which can be remarkably reduced by friendly approach of the faculties.
- ✓ More academic works and heavy work load like assignments, project works and case studies are common among engineering and management students which provoke them emotional and behavioural stresses. This is due to lack of involvement of some students and wrong perception in realizing the importance of those academic works and so it makes them feel as a burden. This shall be rectified by making them to involve and realize the importance of these academic works.
- ✓ Inappropriate specialization creates physical and emotional stress for arts, engineering and pooled students and creates only physical stress for management students. As aforementioned, this can be eradicated by motivating the morale of the students by emphasizing the merits of the specialization, their career opportunities after graduation and insisting them the current demand for the specialists in those subjects.
- ✓ Inadequate resources produce physical and behavioural stress to the engineering students. As dealt earlier, which can be rectified by providing proper resources like adequate Internet access Facilities, exposure to latest technology developments, articles and magazines related to their subjects that are necessary to complete their assignments, academic tasks and project works.
- ✓ Poor attendance is extensively found among engineering students which stimulates them both physical and emotional stress. As suggested previously, this can be minimized by giving personal care, guidance and counseling to those students who are in short of attendance due to some personal reasons. This can also be overcome by the positive attitude of the faculties like creating interest in studies by applying appreciable communication skills thereby eliminating bore, tiresome and prolonged lectures.
- ✓ Inconvenient accommodation causes physical and behavioural stress among arts students and emotional stress among engineering students. This can be corrected by ensuring the cleanliness of the hostels, providing sufficient ventilation, lighting and enough space.
- ✓ Introversion is an introvert feeling of mental absence causing emotional stress in arts and pooled students and causing physical and emotional stress in engineering and management students. This can be rectified by improving the concentration of the students over their studies and paying attention in the class room by turning blind eye towards other distractions. Also faculties must attract the mental presence of the students by passionate and spirited lectures.
- ✓ Insufficient time for recreation results in physical stress among engineering students and results in emotional stress among management students. These mental blocks can be diluted by making the students to participate in brainstorming sessions, quizzes, debates and group discussions to envisage them at ease.
- ✓ Poor health causes emotional stress in arts students, physical stress in engineering students and behavioural stress in management students. Every student must have a concern over their fitness and body health. Parents must also monitor and ensure the wellbeing of their wards. This can be emphasized by practicing regular exercising, meditation and yoga.
- ✓ Inadequate infrastructure affects the arts and management students physically, affects the engineering students emotionally and affects the behaviour of pooled students. This can be solved by maintaining a good environment and infrastructure like providing safe drinking water, tidy hostel, and canteen, laboratory and sanitary facilities.
- ✓ Home sick is found in engineering students causing physical, emotional and behavioral stress and in management students causing physical stress. This can be completely solved by the students by feeling confident enough to mingle with staffs, classmates and hostel mates and by creating a friendly atmosphere making them feel at home in the college.
- ✓ High expectations from parents are evident among arts students causing behavioural stress, causing physical stress among engineering students and behavioural stress among management students. As suggested earlier, the parents must understand the ability and adaptability of the students. Parents should encourage the interests, choice of career and ambitions of their wards rather compelling the students to fulfill parents' expectations.

### CONCLUSION

From this empirical study it is evident that irrespective of their disciplines either arts or engineering or management, all the college students are experiencing stress but their levels may differ. To get rid of this stress, not only the students but also the parents, faculties and the College Management do have their part to play. Through proper education, students shall be able to identify stressors, manage them to an optimal level, and seek support. Parents must be aware of their wards problems and should not force their high hopes on the students. The Faculties should pay attention to students' troubles with learning and apply appropriate strategies to enhance their learning effectiveness to relieve from their academic stresses. In addition, Management of the College Institutions/Universities should also provide courses on life stress coping on a regular basis to consolidate students' psychology and teach them how to relax themselves along with stress management skills to deprive from their non-academic stresses. The main strength of this comparative study is the point-of-view of the researcher. Being a college student myself and dealing with these stresses on a daily basis gave me a great deal of insight on the subject researched. I am completely aware of the impact of stress can have on a students' academic performance and also their personal life. I would feel glad that if this survey, factors and suggestions reviewed in this study contribute to a students' academic performance and their life after graduation to an appreciable extent.



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## ANNEXURE

## QUESTIONNAIRE

## AN EMPIRICAL STUDY ON STRESS SYMPTOMS OF ARTS, ENGINEERING AND MANAGEMENT STUDENTS IN TIRUCHIRAPALLI DISTRICT, TAMIL NADU – INDIA

- 1) Gender ☐ Male ☐ Female
- 2) Age ☐ Below 21 ☐ Above 21
- 3) No of Family Members ☐ Below 5 ☐ Above 5
- 4) Discipline ☐ Arts ☐ Engineering ☐ Management
- 5) Degree ☐ UG ☐ PG
- 6) Tick whether you are frequently suffering from any one of the following problems:
  - a) Headache ☐
  - b) Muscular Tension (or) Pain ☐
  - c) Chest Pain ☐
  - d) Fatigue ☐

Strongly disagree(SDA), Disagree(DA), Neutral(N), Agree(A), Strongly agree(SA)	SDA	DA	N	A	SA
7) Improper Teaching (or) unable to understand language					
8) Lack of Information to be learnt					
9) Competition for Scoring Marks					
10) Continuous (or) Frequent Examinations					
11) Long hours of Academic Work					
12) Barriers in Communication / Approaching the Staffs					
13) Heavy Work load					
14) Inadequate Resources to do assignments					
15) Irregular to attend the lectures					
16) Dilemma in choosing Discipline (or) Subject					
17) Inadequate library facilities					
18) Inconvenient Accommodation/Domestic Atmosphere					
19) Difficulty in mingling with same age group					
20) Insufficient time for entertainment (or) Recreation					
21) Lack of Health					
22) Poor sanitary condition (or) infrastructure					
23) Feeling home sick					
24) Financial problems (or) poor economic status					
25) Uncertainty about getting job after graduation					
26) High expectation from parents					
27) Experience, anxiety or nervousness, indigestion					
28) People at home or college make me feel anxious					
29) I eat, drink, or smoke in response to anxiety producing situations					
30) I suffer from migraine headaches, feel tense, experience pain in the neck or shoulders or have difficulty in breathing					
31) I can't stop thinking about my concerns at night or on weekends long enough to feel relaxed and refreshed the next day					
32) I have trouble concentrating on what I'm doing, because I'm worrying about other things					
33) I take over the counter medications or prescription drugs to relax					

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I am sure that your feedback and deliberations would make future issues better – a result of our joint effort.

Looking forward an appropriate consideration.

With sincere regards

Thanking you profoundly

**Academically yours**

Sd/-

**Co-ordinator**

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