



## INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE AND MANAGEMENT

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## AN ANALYSIS OF THE FACTORS OF ACADEMIC STRESS AMONG MANAGEMENT STUDENTS

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## ABSTRACT

Academic stress among students has long been researched on, and researchers have identified different stressors. The objective of this study is to analyse the factors of academic stress among the management students. The study further tries to make an in-depth investigation of different aspects of academic activity that result in stress. The sample comprise of 200 students of management course from 20 professional colleges in Warangal district of Andhra Pradesh state. A questionnaire of 20 statements related to academics are given to the respondents to be rated on a five point scale starting from Disagree (1) and Agree (5). The factor analysis of the responses identified four factors named as curriculum, instruction and assessment, team work related and placement issues while grouping the given 20 components into these factors. The factor scores and weighted means of the factors imply that curriculum factor is of given priority by the respondents followed by teamwork aspect in creating academic stress. The instruction and assessment and placement factors are the subsequent stressors identified by the study.

## KEYWORDS

Academic stress, Student stress, Stress among management students, Factor analysis.

## INTRODUCTION

In the classic film, Catch-22, based on the novel by Joseph Heller, Alan Arkin walks with a doctor at the military base, amidst smoke and plane engines roaring for takeoff, and says "I don't want to fly anymore because it's too dangerous and it's made me crazy." The doctor, in sympathy yet with sternness, states, "I can't ground you just because you ask me; I can only ground crazy people." Arkin replies "Let me get this straight. I must be crazy to keep flying combat missions, but if I asked to be grounded because I'm crazy, then I must not be crazy and therefore I can't be grounded." The doctor confirms, "That's right; that's Catch 22." It seems that the same logic is prevalent today at the professional educational institutions in describing the hoops and hurdles thrust in the way of an average graduate student.

Stress is a necessary and unavoidable concomitant of daily living--necessary because without some stress we would be listless and apathetic creatures, and unavoidable because it relates to any external event, be it pleasurable or anxiety-producing. A person's response towards stress depends on whether an event is appraised as a challenge or a threat (Lazarus & Folkman, 1984). Challenging stimulus can lead to positive outcomes such as motivation and improved task performance while threatening ones or distress can result in anxiety, depression, social dysfunction and even suicidal intention.

Stress has become an important topic in academic circles. Many scholars in the field of behavioural science have carried out extensive research on stress and its outcomes and concluded that the topic needed more attention (Agolla, 2009). Stress in academic institutions can have both positive and negative consequences if not well managed (Stevenson & Harper, 2006). Academic institutions have different work settings compared to nonacademic and therefore one would expect the difference in symptoms, causes, and consequences of stress (Chang & Lu, 2007). It is important to the society that students should learn and acquire the necessary knowledge and skills that will in turn make them contribute positively to the development of the general economy of any nation. It is important for the institutions to maintain well balanced academic environment conducive for better learning, with the focus on the students' personal needs. Students have different expectations, goals, and values that they want to fulfill, which is only possible if the students' expectations, goals, and values are integrated with that of the institution (Goodman, 1993).

## ACADEMIC STRESS

Academic stress among students have long been researched on, and researchers have identified stressors as too many assignments, competition with other students, failures and poor relationships with other students or lecturers (Fairbrother & Warn, 2003). Institutional level stressors are overcrowded lecture halls, semester system, and inadequate resources to perform academic work (Awino & Agolla, 2008). The pressure to perform well in the examination or test and time allocated makes academic environment very stressful (Erkutlu & Chafra, 2006). This is likely to affect the social relations both within the institution and outside which affects the individual person's life in terms of commitment to achieving the goals (Fairbrother & Warn, 2003). Knowing the causes of students stress will make the educational administrator know how to monitor and control the stress factors that are responsible for the students' stress.

Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it (Carveth et al, 1996). Students report experiencing academic stress at predictable times each semester with the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time (Abouserie, 1994). When stress is perceived negatively or becomes excessive, students experience physical and psychological impairment. Methods to reduce stress by students often include effective time management, social support, positive reappraisal, and engagement in leisure pursuits (Murphy & Archer, 1996). The only scientific research that specifically related leisure satisfaction to academic stress was that of Ragheb and McKinney (1993) who established a negative association between academic stress and leisure satisfaction.

Often, graduate students perceive that faculty exert great power over their lives and feel that they live in a state of substantial powerlessness (Altbach, 1970). Another source of stress is the difficulty of achieving social intimacy. It is difficult to find a mate or maintain a relationship with an existing one. Graduate students tend to lack the time and/or the opportunity to develop interpersonal relationships (Hartshorn, 1976). Fear of academic failure related to these tasks is a definite stressor (Kolko, 1980).

Thus, stressors affecting students can be categorized as academic, financial, time or health related, and self-imposed (Goodman, 1993). Academic stressors include the student's perception of the extensive knowledge base required and the perception of an inadequate time to develop it ((Carveth et al, 1996). Students report experiencing academic stress at predictable times each semester with the greatest sources of academic stress resulting from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time (Abouserie, 1994).

College students have many obstacles to overcome in order to achieve their optimal academic performance. It takes a lot more than just studying to achieve a successful college career. Different stressors such as time management and social activities can all pose their own threat to a student's academic performance. The way that academic performance is measured is through the ordinal scale of grade point average (GPA). A student's GPA determines many things such as

class rank and entrance to graduate school. Much research has been done looking at the correlation of many stress factors that college students' experience and the effects of stress on their GPA. Hatcher and Prus (1991) referred to these stress factors as academic situational constraints. Their study took into account a variety of factors that can diminish a student's academic performance. An undergraduate study done by Neumann et al (1990) concludes that college students may in fact experience the burnout phenomenon due to learning conditions that demand excessively high levels of effort and do not provide supportive mechanisms that would facilitate effective coping.

In a higher learning institutions where the demands placed on students are based on deadlines and pressure for excelling in tests or examination, the students are likely to be the victims of stress. This highlights the need for research to examine the sources of academic stress faced by students at various management institutions. With such knowledge, educationists will be able to pay more attention to the sources of academic stress of students and the use of counseling measures to assist students in the sound development of their bodies and mind.

#### **STRESS AMONG MANAGEMENT STUDENTS**

As the management education is an important medium that facilitates improvement of leadership qualities and turns out excellent future managers, which is quite evident. Students entering into the professional education needs to face many challenges to which they have never been exposed earlier. The pressure to earn good grades and to earn a degree is very high (Hirsch & Ellis, 1996). Other potential sources of stress include excessive homework, unclear assignments, and uncomfortable classrooms (Kohn & Frazer, 1986). In addition to academic requirements, relations with faculty members and time pressures may also be sources of stress (Sgan-Cohen & Lowental, 1988). Academic institutions have different work settings compared to nonacademic and therefore one would expect the difference in symptoms, causes, and consequences of stress in the two set up (Elfering et al., 2005; Chang & Lu, 2007). It is important to the society that students should learn and acquire the necessary knowledge and skills that will in turn make them contribute positively to the development of the general economy of any nation.

Do these situations really cause problems and academic stress? Do the differences in learning methods and teachers' teaching methods, in addition to the assignments, tests, project and course selection, cause academic stress in students?

#### **REVIEW OF LITERATURE**

Ong and Cheong (2009) found that academic stressors topped the list at 63%, interpersonal scored 17.5%, intrapersonal 13.0%, environmental 2.5% and 3.5% reported no stress at all among a sample of 285 international students in professional courses. The overall top five most frequently reported stressors were workload, lecturer characteristics, CGPA, too many tests and course difficulty.

Rao K and D K Subbakrishna (2006) of National Institute of Mental Health and Neuro Sciences (NIMHANS) conducted an appraisal of stress and coping behavior, on a group of 258 male and female undergraduates.

Piekarska (2000) pointed out that the essential factors for the formation of stress are frequent and strong. There is a related connection between the results of stress and psychological and personality characteristics.

According to Hirsch and Ellis (1996), the dynamic relationship between a person and the environment, in stress perception and reaction, is especially magnified in college students. The problems and situations encountered by college students may differ from those faced by their non-student peers.

Teachers often emphasize the acquisition of knowledge, so they often neglect the emotional feelings of students during the teaching process, which can cause emotional stress and learning problems for students. In addition, students may feel unfamiliar situations like nervousness, worry, frustration, abasement, depression, etc. The instability of these emotions easily initiates unusual behavior, which then affects the learning achievements and adjustment ability of students if appropriate timely counseling is not given by the institutions, teachers and parents, or if they cannot obtain appropriate concern from their peers or siblings (Chen et al, 2006).

The most significant academic stressors reported were items that are time-specific or subject specific which supports Carroll's (1963) contention that learning is a function of time allowed, aptitude, quality of instruction and ability to understand instruction. These core academic stressors were found to be relatively unchanged over time, as observed by Murphy and Archer (1996) who compared the academic stressors of their previous study with those experienced eight years later (Archer & Lamnin, 1985).

Past research found that collegiate stressors included: academics, social relationships, finances, daily hassles (for example, parking and being late) and familial relationships (Larson, 2006). Within each domain conflict, insufficient resources, time demands, and new responsibilities had characterized stress.

#### **PURPOSE OF THE STUDY**

An initial approach in stress management is often an analysis of the stressors, or events that have caused stress (Holmes & Rahe, 1967). In this regard, this study tries to identify different factors that resulted in stress for management students in various institutions spread across Warangal District of the state of Andhra Pradesh.

#### **OBJECTIVE**

The principle objective of the study is 'To find out the factors of academic stress experienced by management students'.

#### **HYPOTHESIS**

Generally, most of the hypotheses are developed basing on the commonly held notions. This study also begins by assuming 'That different aspects of the academic work process result in stress among management students.'

#### **METHODOLOGY**

The sample for this study comprises of 200 students of postgraduate management course from 20 professional colleges in Warangal district of the state of Andhra Pradesh. Given the purpose of the study, to investigate the factors of academic stress among the management students in Warangal region, the sample group should represent the population of management students in Warangal. Hence all the colleges offering management course were selected and ten students in the first year from each college were randomly selected for sampling, thus making the sample highly representative.

The primary data is collected through administration of the pre-designed questionnaire in the form of a battery of twenty statements related to different aspects of the academic activity, to be marked on a five-point scale against each statement being the value 1= Disagree and 5=Agree. The battery of statements is given in Table No-1. The data was processed in SPSS – 17 for Factor Analysis which is the most appropriate multivariate technique to identify the groups of determinants. Factor Analysis identifies common factors from the observed variables that link together the seemingly unrelated variables and provides insight into the underlying structure of the data.

TABLE-1: THE BATTERY OF STATEMENTS

Sl.No	Components
1.	Quantum of the course material to study
2.	Regularly attending class work
3.	Achieving the academic goals
4.	Fear of lagging behind in some subjects
5.	Facing the job interview
6.	High weightage components of the course
7.	Class participation and contribution to discussion
8.	Completing group assignments and joint presentations
9.	Choosing specialization
10.	Meeting deadlines for various activities of continuous assessment
11.	Uncertainty of suitable job profile
12.	Adjusting with diverse members of group and the group mindset
13.	About job location and pay package during placement process
14.	Getting a overall good grade
15.	Reading, learning and memorizing all the material
16.	Communicating with group members
17.	Performing oral presentation to the class and faculty
18.	Lack of clarity about future career
19.	Handling regular class work load
20.	Preparing for tests and assignments

In this study, Bartlett's Test of Sphericity has been used to test the validity of Factor Analysis and The Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy is run for establishing the effectiveness of Factor Analysis. Taken together, these two critical tests provide a minimum standard which should be passed before conducting a Factor Analysis. The statistical technique of Factor Analysis helps to summarize most of the original information into a minimum number of factors for prediction purpose based on the total variance explained.

Another technique used is Rotated Component Matrix. Varimax rotation is one of the most popular methods used to simplify the factor structure by maximizing the variance. After identifying the factors, factor scores are estimated for each factor. The reliability of each factor score is established with the help of Cronbach's alpha - a widely used measure of internal consistency, that is, how closely related a set of items are as a group.

## RESULTS AND ANALYSIS

### VALIDITY

Initially, Bartlett's Test of Sphericity is used to test the validity of Factor Analysis.

TABLE-2: KMO AND BARTLETT'S TEST (SPSS OUTPUT)

Kaiser-Meyer-Olkin Measure of Sampling Adequacy. .778		
Bartlett's Test of Sphericity	Approx. Chi-Square	3588.008
	df	190
	Sig.	.000

It is observed from Table-2 that the Chi-Square value is 3588.008 with a significance value of less than 0.05 which indicates that the Factor Analysis is valid in case of the present study at 5% level of significance level. Also, the KMO Coefficient is 0.778 which is greater than 0.5 implying that the use of Factor Analysis for data reduction is effective. This measure varies between 0 and 1, and values closer to 1 are better. A value of 0.6 is a suggested minimum.

### EIGEN VALUES

TABLE-3: TOTAL VARIANCE EXPLAINED (SPSS OUTPUT).

Component	Initial Eigen values			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.314	41.569	41.569	8.314	41.569	41.569	4.538	22.691	22.691
2	2.999	14.996	56.565	2.999	14.996	56.565	3.870	19.351	42.042
3	2.269	11.346	67.912	2.269	11.346	67.912	3.495	17.475	59.517
4	1.165	5.826	73.738	1.165	5.826	73.738	2.844	14.221	73.738
5	.844	4.221	77.959						
6	.700	3.498	81.457						
7	.525	2.623	84.080						
8	.498	2.488	86.568						
9	.469	2.345	88.913						
10	.421	2.104	91.017						
11	.338	1.689	92.706						
12	.317	1.584	94.289						
13	.272	1.362	95.651						
14	.233	1.163	96.814						
15	.173	.866	97.680						
16	.165	.824	98.505						
17	.126	.629	99.134						
18	.081	.406	99.540						
19	.063	.314	99.854						
20	.029	.146	100.000						

Extraction Method: Principal Component Analysis.

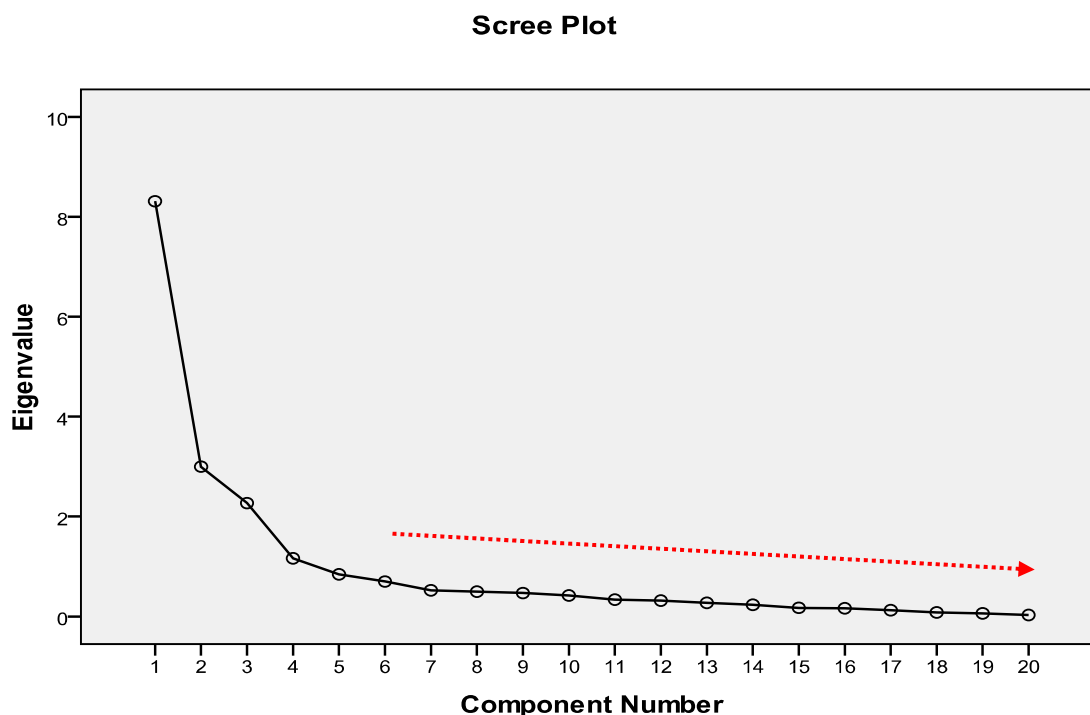


The initial number of factors is the same as the number of components/variables used in factor analysis. From Table-3, it is evident that only four factors have eigen values greater than one. Hence the present study has four factors under which all the twenty components can be regrouped into. The fourth row shows a cumulative value of 73.738 which means that these four factors together account for 73.738% of the total variance.

#### SCREE PLOT

The Scree Plot in Graph-1 depicts the eigen values from table-3, against the component number. It is very clear that the values of the first four columns are higher than one. From the fifth component onwards, the line is more or less running flat, meaning that each successive component, other than the first four, is accounting for smaller and smaller amounts of the total variance. Hence the point of principal component analysis is to redistribute the variance in the correlation matrix, using the method of eigen value decomposition, to redistribute the variance to first components extracted.

GRAPH-1: SCREE PLOT (SPSS OUTPUT)



#### CONSTITUENT COMPONENTS OF THE FACTORS

TABLE-4: ROTATED COMPONENT MATRIX (SPSS OUTPUT)					Component			
		1	2	3	4			
Lack of clarity about future career	.896	-.008	.068	.204				
Preparing for tests and assignments	.858	.086	.051	.056				
Class participation and contribution to discussion	.841	.095	.248	.158				
Performing oral presentation to the class and faculty	.770	.216	.239	.342				
Meeting deadlines for various activities of continuous assessment	.712	.304	.089	.165				
Completing group assignments and joint presentations	.707	.054	.258	.252				
About job location and pay package during placement process	.095	.864	.207	.016				
Quantum of the course material to study	-.026	.801	.083	.309				
Handling regular class work load	.164	.783	-.293	.203				
Achieving the academic goals	.278	.780	.084	-.223				
Choosing specialization	.108	.758	.100	.340				
Uncertainty of suitable job profile	.057	.647	.530	-.059				
Regularly attending class work	.129	.100	.798	.118				
Fear of lagging behind in some subjects	.348	-.011	.792	.173				
Getting a overall good grade	.062	.100	.760	.311				
Adjusting with diverse members of group and the group mindset	.193	.069	.658	.431				
Communicating with group members	.378	.135	.160	.776				
Reading, learning and memorizing all the material	.314	.117	.390	.735				
Facing the job interview	.290	.186	.416	.713				
High weightage components of the course	.244	.131	.485	.533				

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 6 iterations.

The orthogonal rotation method VARIMAX was used to identify a meaningful pattern in the factors. VARIMAX minimizes the number of variables that have high loadings on each factor. The rotated factor loadings are presented in table-4 which are the correlations between the component and the factor. A high loading makes the component representative of the factor. The overall goal of the study is to find components, which measure either Curriculum related or Instruction and Assessment related or Placement related or Teamwork related aspects and therefore primarily load onto one dimension. The rotated component matrix identifies the constituent components of the factor. As we can observe from Table-4, that four rotated factors have been extracted.

TABLE-5: FACTORS AND CONSTITUENT COMPONENTS BASED ON THE ROTATED VALUES

Factors	Components with respective numbers in question battery.
<b>Factor-1</b> (Curriculum related)	1. Quantum of the course material to study 3. Achieving the academic goals. 4. Fear of lagging behind in some subjects. 6. High weightage components of the course. 9. Choosing specialization. 15. Reading, learning and memorizing all the material.
<b>Factor-2</b> (Instruction and Assessment related)	2. Regularly attending class work. 7. Class participation and contribution to discussion. 10. Meeting deadlines for various activities of continuous assessment. 14. Getting a overall good grade. 19. Handling regular class work load. 20. Preparing for tests and assignments.
<b>Factor-3</b> (Placement related)	5. Facing the job interview. 11. Uncertainty of suitable job profile. 13. About job location and pay package during placement process. 18. Lack of clarity about future career.
<b>Factor-4</b> (Teamwork related)	8. Completing group assignments and joint presentations. 12. Adjusting with diverse members of group and the group mindset. 16. Communicating with group members. 17. Performing oral presentation to the class and faculty.

#### THE FACTORS AND SCORES

By understanding the constituent components of each factor, we can assign appropriate title to each factor as follows.

- Factor-1: Curriculum related
- Factor-2: Instruction and Assessment related
- Factor-3: Placement related
- Factor-4: Teamwork related

The factor scores calculated based on the component score coefficient matrix generated by SPSS-17, are as follows:

TABLE-6: CALCULATED FACTOR SCORES &amp; WEIGHTED AVERAGE VALUES

Factor Name	Factor Score	Weighted Mean
Curriculum related	13.861	2.543
Instruction and Assessment related	8.495	2.287
Placement related	0.918	2.220
Teamwork related	8.832	2.475

The factor scores are calculated based on the Component Score Coefficient Matrix in SPSS Output.

The weighted average values are calculated based on the frequency of the responses.

#### RELIABILITY STATISTICS FOR THE FACTORS

TABLE-7: CRONBACH'S ALPHA VALUES (SPSS OUTPUT)

Factor Name	Cronbach's Alpha	N of Items
Curriculum related	.758	6
Instruction and Assessment related	.724	6
Placement related	.613	4
Teamwork related	.813	4

To establish the internal consistency of the factor scores, Cronbach's alpha is used. From table-7, it can be seen that the Alpha values for the factors are 0.758; 0.724; and 0.613; and 0.813 respectively. A high value of alpha is often used as evidence that the items measure an underlying construct. Hence it can be concluded that the factor scores are highly reliable.

#### DISCUSSION

The Factor analysis of the responses on the twenty statements throws good light on the areas of academic stress for management students in Warangal region. The given twenty statements are statistically segregated into four different factors related to academic process named as Curriculum related; Instruction and Assessment related; Placement related; and Teamwork related.

#### CURRICULUM RELATED

Not surprisingly, much of the academic stress at graduate level is related to what students learn and how they learn it. There's a lot of pressure for the present generation management students to learn more and more than the past generations. Just as it can be stressful to handle a heavy and challenging workload, some students can experience stress from regular academic work that isn't difficult enough.

Six of the given components are labeled under factor-1 which is aptly named as 'curriculum related' by understanding each of the components, as given below.

- Quantum of the course material to study.
- Achieving the overall academic goals.
- Fear of lagging behind in some subjects.
- High weightage components of the course.
- Choosing specialization. and
- Reading, learning and memorizing all the material.

The above points are integral to the curricular aspect of academics which can't be avoided by students at any stage of the course. Negligence of any of the above issue may naturally result in lagging behind. Achieving the overall academic goals by studying, learning and memorizing the huge quantum of the syllabus and preparing oneself for the future by choosing the suitable specialization are the critical first steps of a successful career. Those who neglect these aspects may lag behind their peers. So, students- specifically the students of the highly competitive courses like management, naturally give a lot of importance to this curricular aspect which may serve as a major source of academic stress among them. The derived high factor score (13.861) indicates the importance given to it by the respondents. This is further supported by a high is supported by the weighted average value (2.543) calculated for the same factor. Thus, the high factor score and weighted mean values indicate the prominence of the curricular aspect of academics in resulting in academic stress among management students.

#### TEAMWORK RELATED

At the student stage it is felt that mixing with the randomly made formal teams for the sake of group assignments and joint presentations is an important aspect of academic stress. Since the students hailing from different places, religions, cultures and societies are admitted into an institution. Once they are part of the class, the formal groups are made by the faculty or administration for inculcating the spirit of team work culture among the students. Definitely these formal grouping is not done on the basis of habits, preferences, and the individual likes and dislikes. Thus, there is a great scope that this may be a potential stressor in academics specifically in the case of management students.

Another four components have been loaded into factor number two named as 'Teamwork related' with second highest factor score (8.832) which is supported by the weighted mean of 2.475 on a scale of 1 to 5. The components grouped into this factor are as follows:

- Completing group assignments and joint presentations.
- Adjusting with diverse members of group and the group mindset.
- Communicating with group members.
- Performing oral presentation to the class and faculty.

Adjusting with diverse members of the group, communicating with them for completing joint presentations and group assessments and performing before the class and faculty on behalf of the group are the components responsible for stress under the second factor named as 'team work related' after going through the components grouped together. The high factor score and the weighted mean support this hypothesis.

#### INSTRUCTION AND ASSESSMENT RELATED

Curriculum and instruction form the basis for the academic activity. Any institution or any course cannot fulfill the academic requirements without the predetermined curriculum and structured instruction. Each course has a minimum requirement of instruction hours of the specified curriculum. Hence class work is an integral part of any academic endeavour. There is no substitute for class work in academics. Moreover, class work forms the main body of the course. Students have to participate in the curriculum and instruction process by attending the regular class work and fulfill the requirements in the form of completion of assignments, reading and understanding the specified topics, complying with the minimum attendance requirements, completing the group tasks which are compulsory for assessment and so on. Any student of academics, at whatever level of study he/she may be, must fulfill these requirements to complete the course. Naturally, such well structured academic activity results in stress among a major portion of the students. There is no way to escape or avoid and coping with the resultant stress is inevitable.

Assessment is a central element in the overall quality of teaching and learning in higher education. Well designed assessment sets clear expectations, establishes a reasonable workload and provides opportunities for students to self-monitor, rehearse, practice and receive feedback. Assessment is an integral component of a coherent educational experience. The repertoire of assessment methods in use in higher education has expanded considerably in recent years. New assessment methods are developed and implemented in higher education, for example: self and peer assessment, portfolio assessment, simulations, and overall assessment. The latest constructivist theories and practices go together with a shift from a 'test' or 'evaluation' culture to an 'assessment' culture (Birenbaum, 1996). The students' perceived assessment requirements seem to have a strong relation with the approach to learning a student adopts when tackling an academic task. Similar findings emerged from the Lancaster investigation (Ramsden, 1981) in relation to a whole series of academic tasks and also to students' general attitudes towards studying. Students often explained negative attitudes in terms of their experiences of excessive workloads or inappropriate forms of assessment. The experience of learning is made less satisfactory by assessment methods which are perceived to be inappropriate ones. High achievement in conventional terms may mask this dissatisfaction and also hide the fact that students have not understood material they have learned as completely as they might appear to have done. Assessment is therefore a potent strategic tool for educators with which to spell out the learning that will be rewarded and to guide students into effective approaches to study. Equally, however, poorly designed assessment has the potential to hinder learning or stifle curriculum innovation. But designing assessment to influence students' patterns of study in positive ways can present significant challenges.

Another six components are formed into a third factor logically named as 'Instruction and Assessment related' by understanding the components as given below:

- Regularly attending class work.
- Class participation and contribution to discussion.
- Meeting deadlines for various activities of continuous assessment.
- Getting an overall good grade.
- Handling regular class work load.
- Preparing for tests and assignments.

Meeting the dead lines of continuous assessment and ensuring regular class participation to attain a good grade is, no doubt, a tough task. But this serves as training for the students' future hectic corporate career. However, this is identified as a point of stress among the respondents. The derived factor score (8.495) implies that this factor also is an important contributor for the academic stress among management students. The same is supported by a weighted mean value of 2.287.

#### PLACEMENT RELATED

Placement of the management students with the fast growing private sector companies is a recent phenomenon. In fact, many of the students join management courses with an intention to achieve better placement with good corporate. The institutes also are working towards meeting the needs of their students. Hence, due to the importance given to this aspect, the researchers are forced to include this aspect as a potential source of academic stress among the students of management course. Many a time students are worried about their future placement. Naturally this worry rises to the level of anxiety and results in stress among many students.

The remaining four components loaded into this factor are:

- Facing the job interview.
- Uncertainty of suitable job profile.
- About job location and pay package during placement process.
- Lack of clarity about future career.

Grouping four components into one factor named as 'Placement related' implies that this serves as a source of stress among the respondents. The weighted mean (2.220) labels this factor as a potential source of stress. But the low factor score - 0.918 indicates the preference given to it by the respondents. Placement is an activity happen at the end of the course. Hence the current worry of the respondents is other factors than placement even though it is a potential stressor at a later point of time.

## CONCLUSION

Thus, the factor analysis of the 20 components for this study concludes that there are four aspects of possible stressors for management students related to curriculum, instruction and assessment, placement and teamwork aspects. Six components each are grouped under curriculum and instruction and assessment aspects while four each were loaded into teamwork and placement factors. However, the respondents have given high priority to curriculum and teamwork related aspects followed by instruction and assessment and placement areas. Thus by factor analysis of different components of academic process in the management education setup in Warangal region, it can be concluded that four major areas have been identified. The factor scores and the weighted means indicate the prominence given to each of these factors by the respondents. The curriculum factor has attracted high prominence followed by the teamwork aspect. The instruction and assessment and placement issues also are contributing for academic stress among the respondents. The academic administrators at the professional courses level can understand the implication of this analysis and adjust the identified factors to reduce, if not avoid, the academic stress to the students.

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