A STUDY ON THE STRESS LEVEL OF PG STUDENTS

ON THE BASIS OF ACADEMICS

Dissertation submitted to St. Teresa's College (Autonomous) Ernakulam,

Affiliated to Mahatma Gandhi University in partial completion of
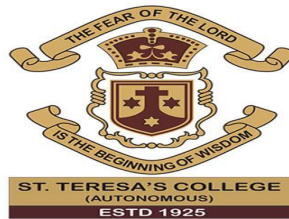
PGDM – BUSINESS ANALYTICS

Submitted by

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Under the Supervision and Guidance of

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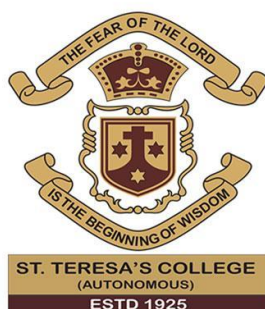
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CERTIFICATE

This is to certify that the dissertation entitled "**A STUDY ON THE STRESS LEVEL OF PG STUDENTS ON THE BASIS OF ACADEMICS**" is a Bonafide record of the project work carried out by **ARYA ANTONY** (Reg: SM21PGDM006) final year student of **PGDM - Business Analytics** under my supervision and guidance during the academic year 2021-2023. The project report represents the work of the candidate and is hereby approved for submission

Ms. PARVATHY P S

Assistant Professor

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Countersigned

Principal

DECLARATION

I hereby declare that the project entitled "**A STUDY ON THE STRESS LEVEL OF PG STUDENTS ON THE BASIS OF ACADEMICS**" submitted to St. Teresa's College (Autonomous), Ernakulam, is a record of an original work done by me under the guidance of **Ms. PARVATHY P S, St. Teresa's College, Ernakulam,** and this project work is submitted in the partial fulfilment of the requirement of the award of the Degree of **PGDM-Business Analytics.** The result embodied in this project report has not been submitted to any other University or Institute for the award of any Degree or Diploma.

ARYA ANTONY

Place: Ernakulam

Date:

ACKNOWLEDGEMENT

An undertaking of work life - this is never an outcome of a single person; rather it bears the imprints of some people who directly or indirectly helped me in completing the present study. I would be failing in my duties if I don't say a word of thanks to all those who made my training period educative and pleasurable.

First of all, I thank almighty God for his mercy and love which kept me in good health and sound mind and helped me to complete the project work successfully and gave me strength and inspiration for making this project work a great success.

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Finally, I would like to thank all lecturers, friends, and my family for their kind support and all who have directly or indirectly helped me in preparing this project report. And at last, I am thankful to all divine light and my parents, who kept my motivation and zest for knowledge always high through the tides of time.

ARYA ANTONY

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CHAPTER-1

INTRODUCTION

1.1 Overview

Education is highly challenging and often places heavy demands on the mental health of the students. Stress is a state of an individual that results from the interaction of the individual with the environment that is perceived as threatening to the well-being. It is an external constraint which upsets an individual both mentally and physically. The study was carried out on the basis of stress level that the Postgraduate students faced during their studies. The postgraduate students suffer from higher stress that definitely affects the mental wellbeing of these students. The objective of the present study was to explore the factors which affects the level of stress among Postgraduate students and also, to identify that which factor affects more.

The study revealed that the incidence of stress and stress related illness among the Postgraduate students are increasing day by day.

Stress is a part of day-to-day living. In our daily lives, we are often exposed to situations that produce stress. The interpretation and reaction to events that make stress are different for different people. For example, speaking in public can be stressful for some people and relaxing for others. However, if our stress level is too high, it can result in serious medical and social problems. Any event or circumstance that strains or exceeds an individual ability to cope is called stress

The term "stress" can be defined in many ways. Generally, A layperson may define stress in terms of pressure, tension, unpleasant external forces or an emotional response (Ogden, 2004, P.234). In fact, layman definition of stress and the range of stress are very confusing and very multidimensional. Stress is an abnormality in behaviour, psychology, emotional outburst, restraint in performing day-to-day routine work or physiological changes in human being.

Stress is a complex concept. It can be routine stress at home, at school, and at work might be fairly begun individually, but collectively they could create great strain. Different things cause stress in different people. It is also a part of every student daily life. From the very start till the university life, different styles of education and its diverse demands cause stress. A student's life is subjected to different kinds of stressors, such as the pressure of academics with an obligation of success, uncertain future and difficulties envisaged for integration in to the system. These students face, social, emotional and physical and family problems which may affect their learning ability and academic performance (Fish & Nies, 1996; Chewgrahan,

Rogers & Yassin, 2003). Stress prevents university students from focusing and enjoying learning from behaving harmoniously, and from unfolding their unique talents. Accumulate stress causes frustration; depression and anxiety, and can lead to attention deficit hyperactivity disorder, substance abuse, antisocial behaviours and even violence. Stress has become an important topic in academic circle as well as in our society. Now it has become common among the university student and it can be controlled by stress management strategies because stress in academic institution can have both positive and negative consequences if not well managed. Stress management is the ability to maintain and control when situation, people and events make excessive demands. Stress in university students can be traced by adopting different strategies. We must check and monitor the abnormal or unusual behaviour of the university students. So that suitable measures should be taken to eradicate the deficiency level of the students. This research evaluates all these factors, signs of stress and also suggests suitable strategies to solve the problems. Personality variables also affect people's reactions to potential stressors. Some people are simply not bothered by situations that other perceives to be stressful (Glavin et al, 1991). Stress occurs in academic areas due to different reasons. Researchers have identified a number of stressors in academic institution such as many assignments, competition with other students, failures, lake of pocket money (Fairbrother & Warn, 2003), poor relationship with other students or teachers, family or problems at home. Institutional (University) level stressors are overcrowded lecture halls, (Omgori, 2007; Awino & Agolla, 2008), semester system, and inadequate resources to perform academic work (Erkutlu & Chafra 2000). It is important to remember that regardless of the source, most of the stress that students experience can be viewed as serving positive ends. Stress is not always the same as distress. Stress can be experienced in positive events as much as the negative. Stress that the students' feel as they start exams that they have prepared for is much different than the stress felt by students who haven't taken their time to study. If balanced correctly, stress can be a positive element in our lives. "Increased stress increases productivity up to a point, after which things rapidly deteriorate," said Paul J. Rosch, M.D. (2007), and President of the American Institute of Stress. Using stress constructively depends on understanding where that line is between stress as performance enhancer and stress as stumbling block. While stress is often talked about in negative terms, a healthy or moderate level of stress motivates one to talk action, develop new skills, and achieve performance and fulfil one's potential. Stress is not just part of university, it is part of life; learning how to anticipate, recognize, and successfully manage stress is an important life skill, while unmanaged stress can lead to emotional, physical, and interpersonal problems.

1.1 Statement of Problem

In 21st century stress is considered as the cancer of the mind which does not allow the student to think about his study and responsibilities. Students face many physical as well as psychological problems during study hours due to learning stress. In educational institutions it is necessary for students to understand the learning stress and stress management strategies therefore the present research in focusing on "A Study of Learning Stress and Stress Management Strategies of the PG Students".

1.2 Literature Review

According to Anjali N. Shete, K. D. Garkal, on the article of "A study of stress, anxiety, and depression among postgraduate medical students" it is showed that there is mild anxiety level and moderate level of stress in postgraduate students. The study showed a difference in stress level when compared for age and gender, but it was not statistically significant. When the stress level was compared for clinical and non-clinical departments; the difference was statistically significant. The study concluded that a high level of stress is seen in postgraduate medical students. The study further concluded that there are various factors which can affect the level of stress.

According to Yamini Chandra, on the article of "Online education during COVID-19: perception of academic stress and emotional intelligence coping strategies among college students" The sudden shift from the physical classroom to virtual space is creating a disruption among students. The purpose of this study was to analyse the perception of academic stress experienced by students during current online education and coping strategies using emotional intelligence adopted by them. The findings indicated significant differences were observed between the fear of academic failure and online and home environment among male and female students. The main conclusion is that students all over the globe experience stress arising out of many academic as well as non-academic aspects such as environmental, socio-cultural and psychological factors. Stress arises in a way to perform better than peers, to live up to the expectations of parents, teachers, to score better grades which will help to get a dream job.

According to J. Stewart Black and Susan J. Ashford, on the article of "Fitting in Or Making Job Fit: factors Affecting Mode Of Adjustment For New Hires" This study tested a theoretical framework of work role transmission by examining the impact of individual factors, job factors

and organizational factors on two mode of adjustment of new hires. The result of the research point to both research as well as practical implication. In conclusion, the result of the study suggests two points. First, the research suggests that future research may benefit from expanding the mode of adjustment considered beyond self-change and job change. Second, future studies may add to our understanding by examining contingency factor such as person job fit in determining the relationship between such job factor as role discretion and modes of adjustments such as job change.

According to Sri Gaurab Pratim Hazarika (M.A., M.Phil.), on the article "A Study on the Levels of Stress among Post Graduate Students of Mahapurusha" the College and Post-Graduation students experience stress connected to changes in lifestyle, increased workload, new tasks, interpersonal relationships and a lot of other things. Tremendous levels of stress can hinder work efficacy and lead to meagre academic performance and at the same time it affects one's overall happiness. As a conclusion, the results are suggestive as to the necessary components of a stress management program specific to the needs of PG students, university administrators should consider incorporating stress management training in orientation activities. A better approach may be the use of a stress management workshop, specifically geared to the stressors encountered by PG students, certainly, stress in the university setting cannot be eliminated but we can and should do a better pre university preparing programme to make our students to know how to deal with it.

According to Bijoy Chhetri, M. Tech, Lalit M. Goyal, PhD, Mamta Mittal, PhD and Gopi Battineni, PhD, on the article of "Estimating the prevalence of stress among Indian students during the COVID-19 pandemic: A cross-sectional study from India" The focus of this study is to understand the stress levels of Indian students, any psychological imbalances, and their major hurdles during the COVID-19 lockdown. The major conclusion was that, during the pandemic, students' mental health needs to be continually monitored as they are stressed owing to fear as well as about their studies and future careers.

1.3   SCOPE OF STUDY

Academic stress is the feeling of anxiety or apprehension over one's performance in the academic activities. It can lead to students being unable to perform to the best of their abilities in the academics.

1.4   OBJECTIVES OF THE STUDY

1. To find the common symptoms of stress in university students.

 2. To find out the causes of stress in university students.

3. To find out the stress management technique used by students.

4. To recommend strategies to cope the stress

1.5   Research Methodology

Research Methodology This study was descriptive in nature and survey method was used. The following procedure was adopted for the study.

1.6   Population

Population of the study was all about the male and female students inside and outside Kerala.

1.7   Sample

105 students were selected as the sample of this study. Division is as follows.
•Faculty of Education-05 Students

• Faculty of Science-50 Students

• Faculty of Arts-50 Students

1.8   Development of Research Tool

 Descriptive research was carried out on the basis of information and measurement of data. For this study questionnaire was used. Questionnaire was designed on five-point Likert scale. It was kept in view that each statement must express a definite idea. All the statements of the questionnaire were closed ended except last two. Each close-ended statement provided description of five levels, mainly strongly agree, agree, uncertain, disagree and strongly disagree.

In the present study the questionnaire was selected for collection data due to the following reasons.

i.   The population of this study was educated and could read and write.

ii.   It was a valid way to collect lot of information from a large sample in a written form.

iii.   It was considered as a convenient method to get responses.

1.9   STATISTICAL PACAKGES

SPSS SOFTWARE

SPSS is a widely used program for statistical analysis in social science. It is also used by market researchers, health researchers, survey companies, government, education researchers, marketing organizations, data miners, and others. In addition to statistical analysis, data management (case selection, file reshaping, creating derived data) and data documentation (a metadata dictionary is stored in the datafile) are features of the base software. SPSS datasets have a two-dimensional table structure, where the rows typically represent cases (such as individuals or households) and the columns represent measurements. The graphical user interface has two views which can be toggled by clicking on one of the two tabs in the bottom left of the SPSS Statistics window. The 'Data View' shows a spreadsheet view of the cases (rows) and variables (columns). The 'Variable View' displays the metadata dictionary where

each row represents a variable and shows the variable name, variable label, value label(s), print width, measurement type, and a variety of other characteristics. Cells in both views can be manually edited, defining the file structure and allowing data entry without using command syntax. This may be sufficient for small datasets. Larger datasets such as statistical surveys are more often created in data entry software, or entered during computer-assisted personal interviewing, by scanning and using optical character recognition and optical mark recognition software, or by direct capture from online questionnaires. These datasets are then read into SPSS.

1.10   LIMITATIONS

This study does not cover the aspect of financial pressure as a source of stress, which is also one of the major stressors to students, financial aspects can also cause depression, which accordingly to several studies have found that there is a negative relationship between financial strain and depression. Especially lower income is associated with the depressive symptomatology. Depression, Anxiety and stress Another factor may have positive relationship with stress for PG students is the grade. Students attach paramount important to grades. Author subjects Greenberg and Abouserie have highlight the positive impact of student's endeavour to achieve good grades and their stress level. However, this study did not cover the stress factors resulting due to endeavours of the students to get good grades.

1.11 DISCRIPTIVE ANALYSIS

The Sample Consist of 105 number of people out of which 100% were in the Age group of 20-25. And 36% were Male respondents and 64% were Female respondents.

CHAPTER-2

INDUSTRY AND COMPANY PROFILE

2.1 INDUSTRY PROFILE

Stress is one of the many hurdle's college students faces. Short-term stress can help learners raise a grade, polish an essay, or pursue a covered career opportunity. But long-term stress, if left unaddressed, can have detrimental side effects.

According to the American Institute of Stress, 4 in 5 college students experiences frequent stress. Unchecked stress can lead to physical side effects like trouble concentrating, irritability, a lack of energy, appetite changes, a weakened immune system, and trouble sleeping.

In addition to the negative side effects stress bring, more college students than ever report feeling it for extended periods. Although the majority of this stress often stems from coursework, other factors such as family, friends and work, can increase stress and contribute to undesirable academic and personal outcomes.

To address this issue, many colleges provide ample resources and opportunities for students to deal with stress positively. Keep reading to learn more about the different of stress and solutions for managing it.

What is stress and how does it affect college students?

Stress is a physical reaction to person's emotions. Both positive events and negative events can cause stress.

When you feel an emotion that triggers stress your adrenal gland releases epinephrine- the hormone responsible for the flight or fight response and then cortisol. In dangerous situations, this response can save your life. Too much cortisol however can have a long-term, negative impact on your metabolic rate, memory formation, and blood sugar regulations.

Stress can take one of three forms:

Acute Stress: The most common form of stress, acute stress is the result of day- to- day stressors, such as waking up late, running to class, or receiving a bad grade. Fortunately, most acute stress fades quickly and has little mental or physical impact.

Episodic Acute Stress: As its name suggests, episodic acute stress develops when a student experiences acute stress multiple times over an extended period. Common symptoms include migraines and tension headaches.

Chronic Acute Stress: Chronic acute stress happens when someone can't avoid a long-term stressful situation. For example, students struggling academically in a major course may develop chronic acute stress, which can lead to weight gain, sleep deprivation, and anxiety.

What are the symptoms of stress in students?

When people are exposed to stressors or stimuli that provoke stress, they experience an array of physical, emotional behavioural, and cognitive reactions. As such, two students might experience stress in very different ways.

Below are some of the various ways stress can manifest in people.

Physical Symptoms: Sweating, increase heartrate or blood pressure, vertigo, shortness of breath, muscle tension, headaches, stomach aches, fatigue.

Emotional Symptoms: Hostility, irritability, and other mood changes; increased worrying; feeling of helplessness; loneliness.

Behavioural Symptoms: Binge or reduced eating drug alcohol misuse, decreased sex drive, erratic sleep habits.

Cognitive Symptoms: Memory loss, loss of concentration, negative outlook, dissociation.

What are the causes of stress in PG students?

PG students respond to stressors in different ways, but some situations are almost always stressful. Here are some of the most common stressors for PG students.

Finance:

Many students work while in college to afford high fees and housing costs. Unfortunately, part-time jobs typically pay just minimum wage. If you're struggling economically, speak to your financial aid office to see whether qualify for grants, loans, or work-study.

Homesickness and New level of independence

On top of classes, exams, and meeting people, many students have to dealing with growing up. Out of state students may be living away for their home for the first time in their lives, which can easily become a source of constant stress.

Living among Strangers

Some students feel isolated in their isolated, especially if they're in an unfamiliar city or state. Some students are naturally shy and may find it difficult to make friends.

Cohabitating with Roommates

Many students may not be accustomed to sharing a room with someone else, especially if their roommate is someone they hardly know. This situation can compound the normal state of college life.

Coursework and Exams

Students often feel overwhelmed by the increased workload associated with college level coursework. This realization can blindside students can contribute to stress and anxiety. In many classes, exams make a large percentage of student's grades, causing midterm and finals to be more stressful than normal.

Work schedule

4 in 5 students work while attending college. The average students work 19 hours a week. Many learners try to find a job that can accommodate the scheduling concern associated with full-time education.

Social Obligations

In addition to academic pressures, college introduce plenty of social pressures, such as the idea that you must make tons of friends and party every weekend. Peer pressure and societal expectations can exacerbate stress.

Can college stress lead to other Health conditions?

Depression

Depression is a complex mental health condition often caused by a combination of biological, psychological, and environmental factors. Flood of stress hormones can make people including busy college students, more susceptible to depression.

Anxiety

Severe anxiety can signal an anxiety disorder. This condition, which is especially common among college students, is characterized by physical symptoms, such as muscle tension and shaking, as well as by racing thoughts, feelings of impending doom, fear, excess worry, and irritability.

Sleep Disorders

Sleep disturbance and anxiety often come hand in hand. According to the anxiety and depression association of America, sleep problems can cause or exacerbate anxiety, and vice versa.

Substance Misuse

Some students to alcohol or drugs to help manage their; however, these dangerous coping mechanisms can lead to substance misuse. A 2018 study by the national institute on drug abuse found that 28% of college students had engaged in binge drinking in the two weeks before the surveys was conducted.

Chronic Muscle Pain

For some students, stress lead to ongoing physical conditions such as chronic neck aches, backaches, stomach aches, and headaches. The national institute of health recommends practicing yoga and meditation to relax your body and release muscular tension.

CHAPTER-3
DATA ANALYSIS AND INTERPRETATION

DESCRIPTIVE ANALYSIS

3.1 AGE

TABLE 1: Descriptive Analysis of Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20.0	2	1.9	1.9	1.9
	21.0	9	8.6	8.6	10.5
	22.0	43	41.0	41.0	51.4
	23.0	35	33.3	33.3	84.8
	24.0	12	11.4	11.4	96.2
	25.0	1	1.0	1.0	97.1
	26.0	3	2.9	2.9	100.0
	Total	105	100.0	100.0	

Age
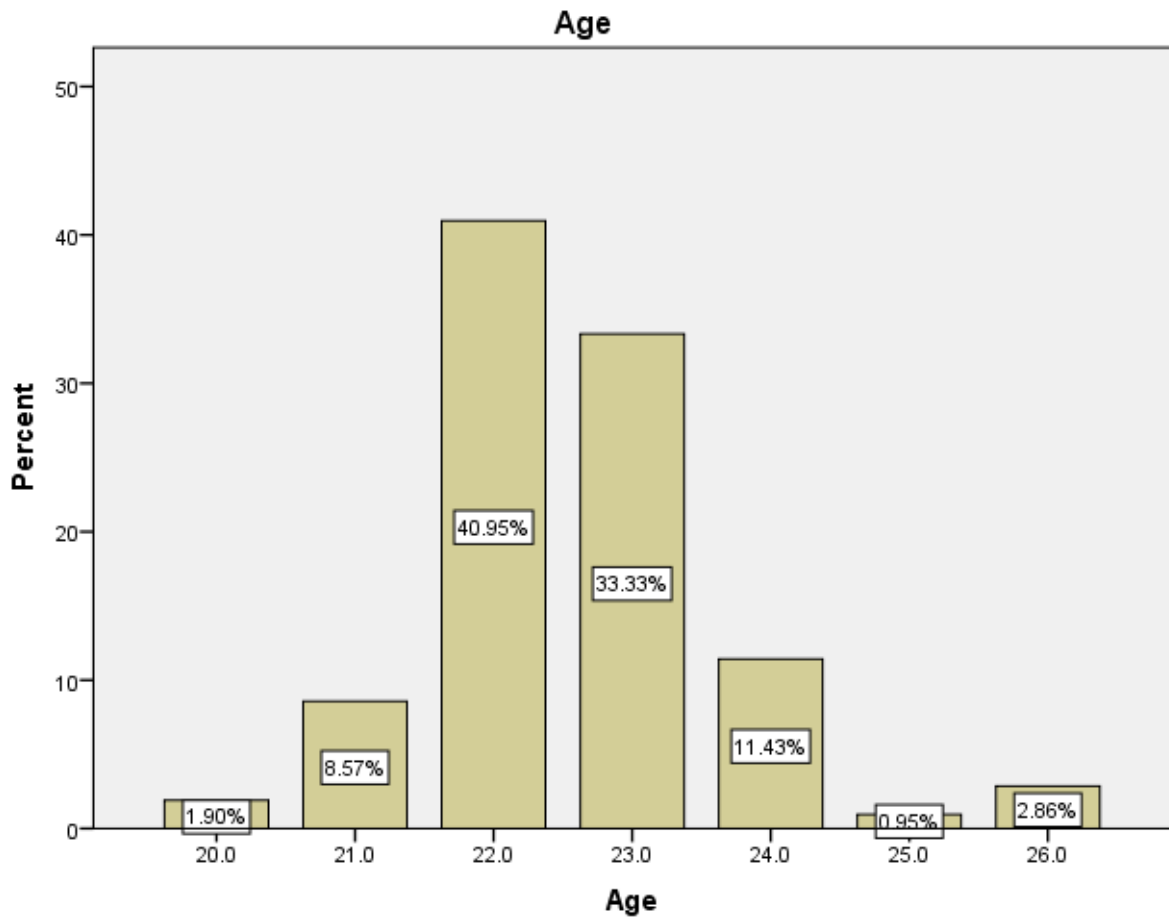
INTERPRETATION

As to the details in the chart above,1.90% of respondents belong to the age group of 20 years, 8.57 % belong to the age group of 21 years, 40.95% of 22 years and 33.33 % belong above 23% years, 11.43% belongs to age group of 24, 0.95% belongs to 25 and 2.86% belongs to age group of 26years.

3.2 Students ability to control life situations

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	7	6.7	6.7	6.7
2.0	15	14.3	14.3	21.0
3.0	45	42.9	42.9	63.8
4.0	28	26.7	26.7	90.5
5.0	10	9.5	9.5	100.0
Total	105	100.0	100.0	

Control_Power
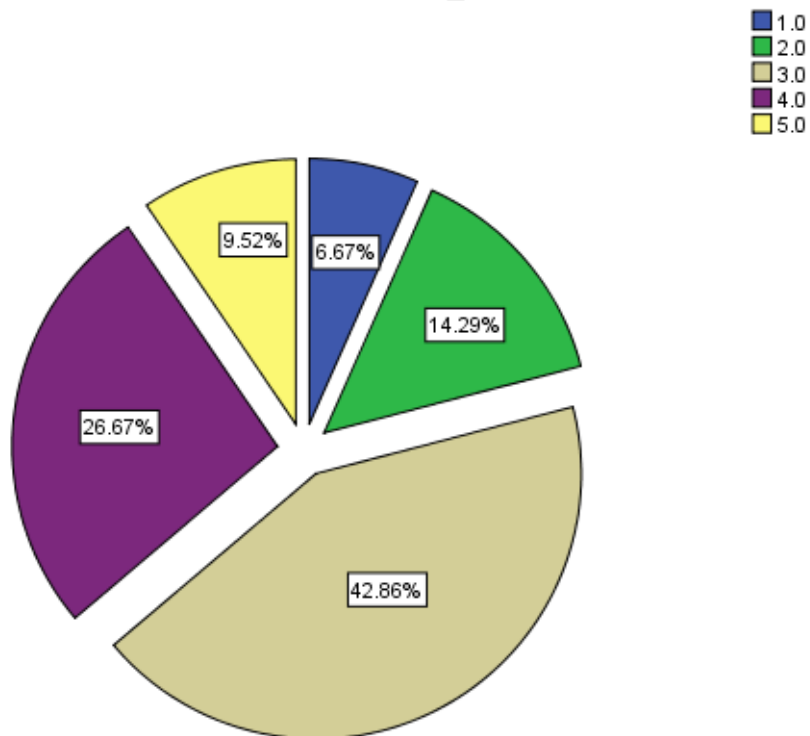
INTERPRETATION

As the details in the chart above, among 105 respondents 6.67% can never unable to control the important things in their life, 14.29% has also a little control power, 42.86% has a neutral control power, 26.67% has a often control on things and 9.52 has very often control power.

3.3 Upset of something that happened unexpectedly in students life

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	6	5.7	5.7	5.7
2.0	13	12.4	12.4	18.1
3.0	22	21.0	21.0	39.0
4.0	43	41.0	41.0	80.0
5.0	21	20.0	20.0	100.0
Total	105	100.0	100.0	

Unexpected_Situation
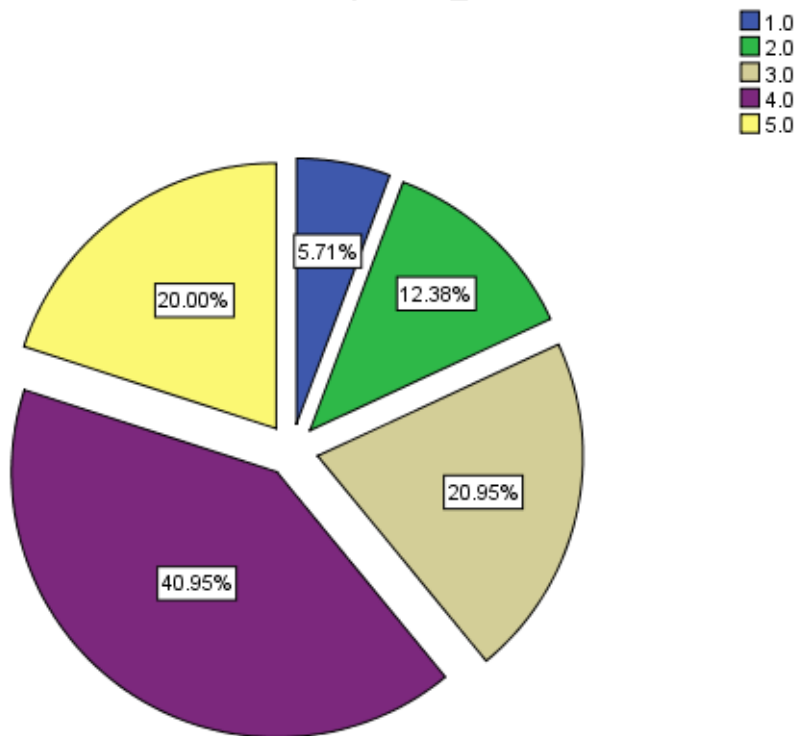
INTERPRETATION

As the details in the chart above, among 105 respondents 5.71% has never felt upset because of something happened unexpectedly, 12.38% has also almost never felt upset because of something happened unexpectedly, 20.95% has a neutral feeling that something happened

unexpectedly, 40.95% has a often feeling that something happened unexpectedly, 20% has a very often feeling that something happened unexpectedly.

3.4 Stressed on something on a daily basis during the academic year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	3	2.9	2.9	2.9
	2.0	15	14.3	14.3	17.1
	3.0	37	35.2	35.2	52.4
	4.0	33	31.4	31.4	83.8
	5.0	17	16.2	16.2	100.0
	Total	105	100.0	100.0	

Stressful_Days

Legend:
- 1.0
- 2.0
- 3.0
- 4.0
- 5.0

2.86%
14.29%
16.19%
31.43%
35.24%
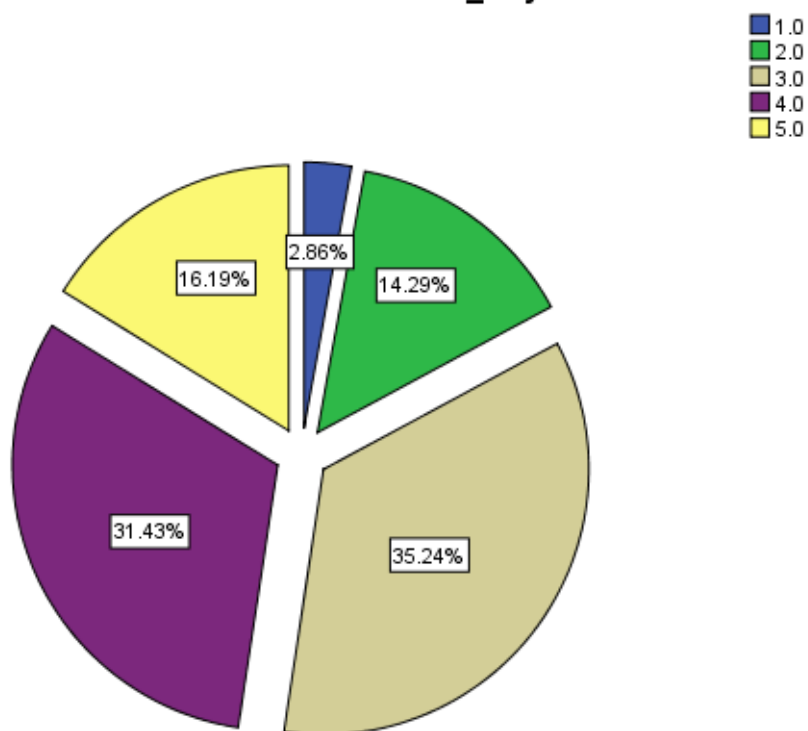
INTERPRETATION

As the details in the chart above, among 105 respondents 2.86% has never felt stress on a daily basis during the academic year, 14.29% has also almost never felt stress on a daily basis during the academic year, 35.24% has a neutral feeling of stress on a daily basis during the academic year, 31.43% has almost felt stress on a daily basis during the academic year, 16.19% has felt stress on a daily basis during the academic year.

3.5 Usual causes of stress in your life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	!	1	1.0	1.0	1.0
	Family issues	13	12.4	12.4	13.3

Financial issues	30	28.6	28.6	41.9
Friends	1	1.0	1.0	42.9
Personal	1	1.0	1.0	43.8
Study issues	59	56.2	56.2	100.0
Total	105	100.0	100.0	
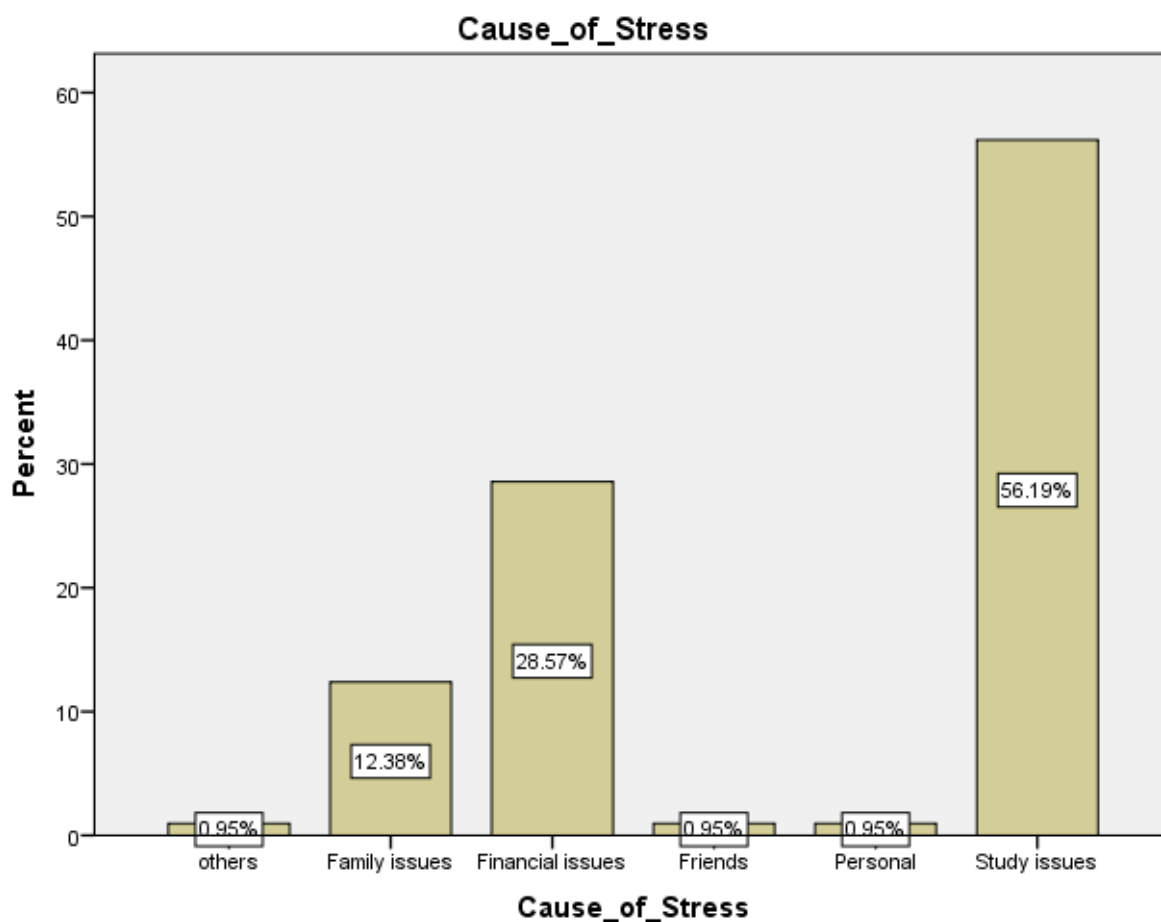
INTERPRETATION

In the above graph, it is clear that the usual cause of stress of students study issues. From the total of 105 respondents 56.19% students has the study issues.

3.6 **How often you felt Nervous and stress during academics**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	7	6.7	6.7	6.7
	2.0	15	14.3	14.3	21.0
	3.0	33	31.4	31.4	52.4
	4.0	36	34.3	34.3	86.7
	5.0	14	13.3	13.3	100.0
	Total	105	100.0	100.0	

Nervous_Stressed
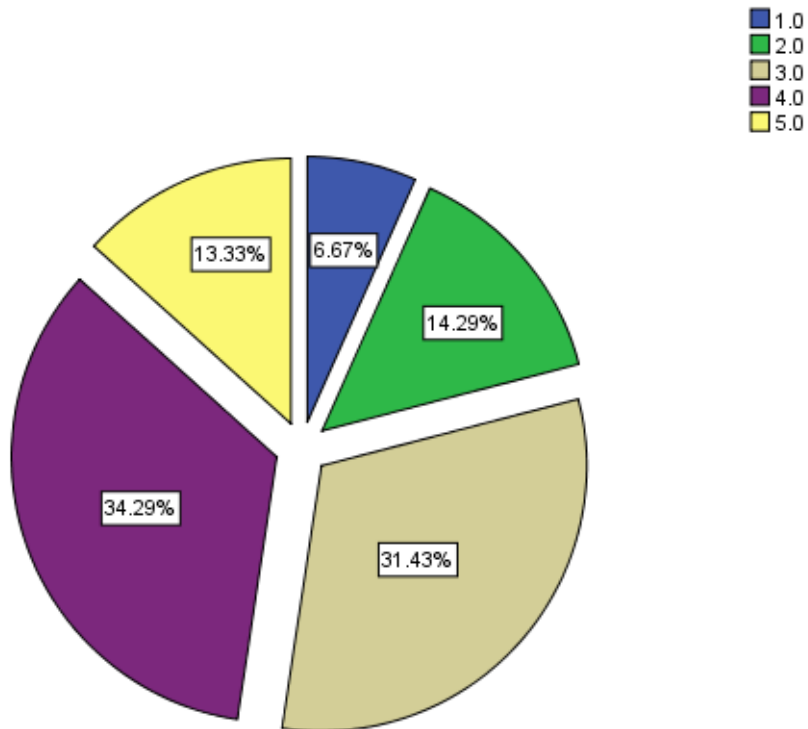
INTERPRETATION

From the above graph, it is clear that 6.67% of students has never felt nervous and stressed,14.29% has almost never felt nervous and stressed, 31.43% has a neutral feeling on

nervous and stressed, 34.29% has often feels nervous and stressed and 13.33% has very oftenly feels nervous and stressed.

3.7 Confident about your ability to handle your personal problem

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	6	5.7	5.7	5.7
	2.0	14	13.3	13.3	19.0
	3.0	35	33.3	33.3	52.4
	4.0	36	34.3	34.3	86.7
	5.0	14	13.3	13.3	100.0
	Total	105	100.0	100.0	

Handle_Personal_Problem

Legend:
- 1.0
- 2.0
- 3.0
- 4.0
- 5.0

Pie chart values: 5.71%, 13.33%, 33.33%, 34.29%, 13.33%
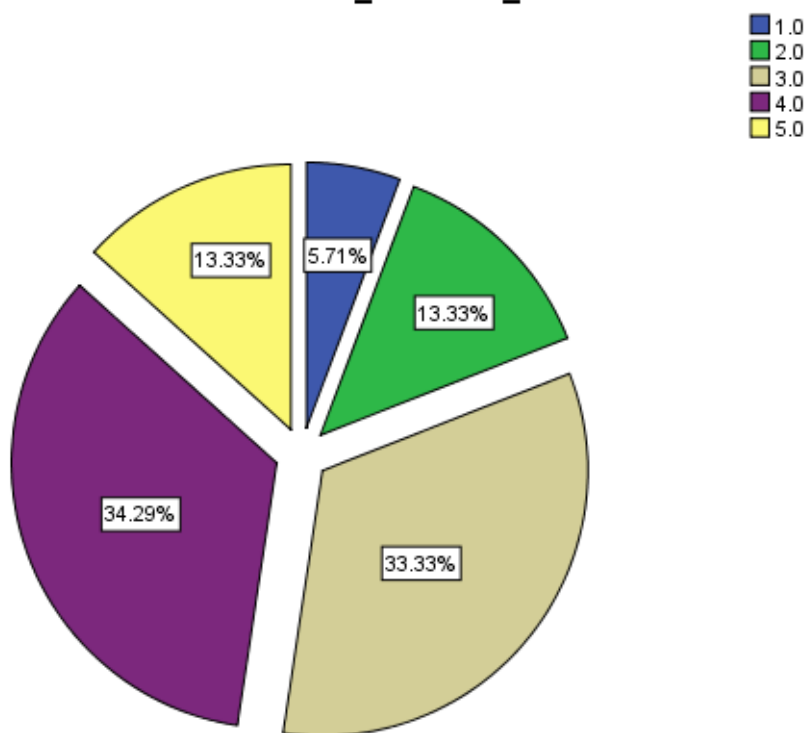
INTERPRETATION

From the above graph, it is clear that 5.71% of students has never felt confidence about handling their personal problem,13.33% has almost never felt confidence about handling their personal problem,33.33% has a neutral confidence about handling their personal problem,34.29% has often felt confidence about handling their personal problem,13.33% has very often felt confidence about handling their personal problem.

3.8 Methods to relieve stress

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BTS	1	1.0	1.0	1.0
	Eating	11	10.5	10.5	11.4

Hearing music	1	1.0	1.0	12.4
It depends on my mood	1	1.0	1.0	13.3
Listening Music	1	1.0	1.0	14.3
Music	1	1.0	1.0	15.2
Playing chess	1	1.0	1.0	16.2
Playing games	1	1.0	1.0	17.1
Prayer	1	1.0	1.0	18.1
Ride	1	1.0	1.0	19.0
Sleeping	48	45.7	45.7	64.8
Social media	30	28.6	28.6	93.3
Spending time with Husband	1	1.0	1.0	94.3
Talk to friends	1	1.0	1.0	95.2
Traveling	1	1.0	1.0	96.2
travelling	1	1.0	1.0	97.1
Travelling listening music	1	1.0	1.0	98.1
Walking	1	1.0	1.0	99.0
Yoga	1	1.0	1.0	100.0
Total	105	100.0	100.0	

Relieve_Stress
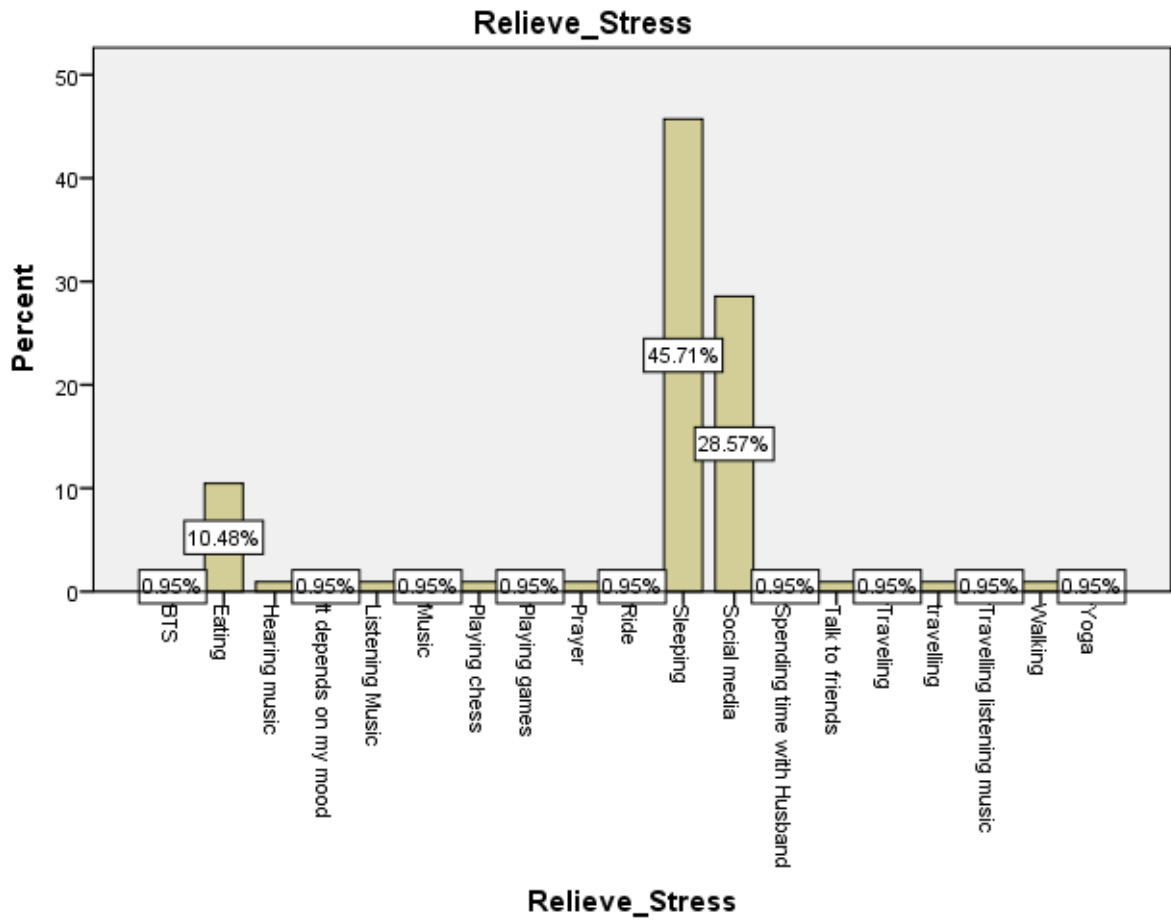
3.9 How well do you think you cope with the stress you experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	3	2.9	2.9	2.9
	2.0	12	11.4	11.4	14.3
	3.0	48	45.7	45.7	60.0
	4.0	27	25.7	25.7	85.7
	5.0	15	14.3	14.3	100.0
	Total	105	100.0	100.0	

Cope_with_Stress

- 1.0
- 2.0
- 3.0
- 4.0
- 5.0

2.86% 11.43% 14.29% 25.71% 45.71%
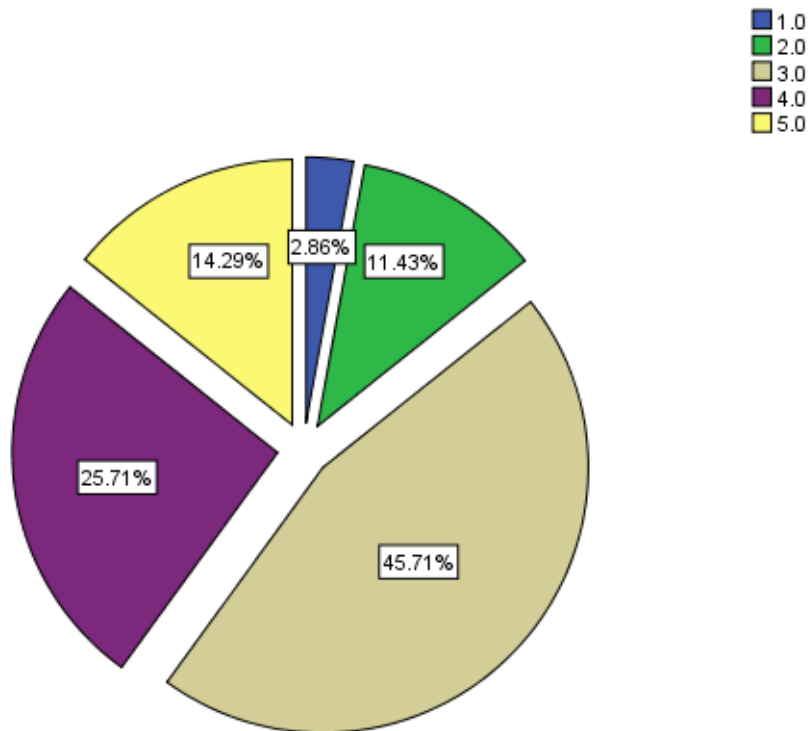
INTERPRETATION

From the above graph, it is clear that 2.86% of students never think they cope with the stress they experience, 11.43%has almost never felt think they cope with the stress they experience, 45.71%has neutral feeling that they cope with the stress they experience, 25.71%has often felt that they cope with the stress they experience, 14.29%has very often felt that they cope with the stress they experience.

3.10 Behavioural effects of stress you have noticed in your life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Change in activity levels	27	25.7	25.7	25.7

Decreased efficiency and effectiveness	62	59.0	59.0	84.8
Increased sense of humor	15	14.3	14.3	99.0
Nothing	1	1.0	1.0	100.0
Total	105	100.0	100.0	

Behavioural_Effects

Change in activity levels
Decreased efficiency and effectiveness
Increased sense of humor
Nothing

0.95%
14.29%
25.71%
59.05%
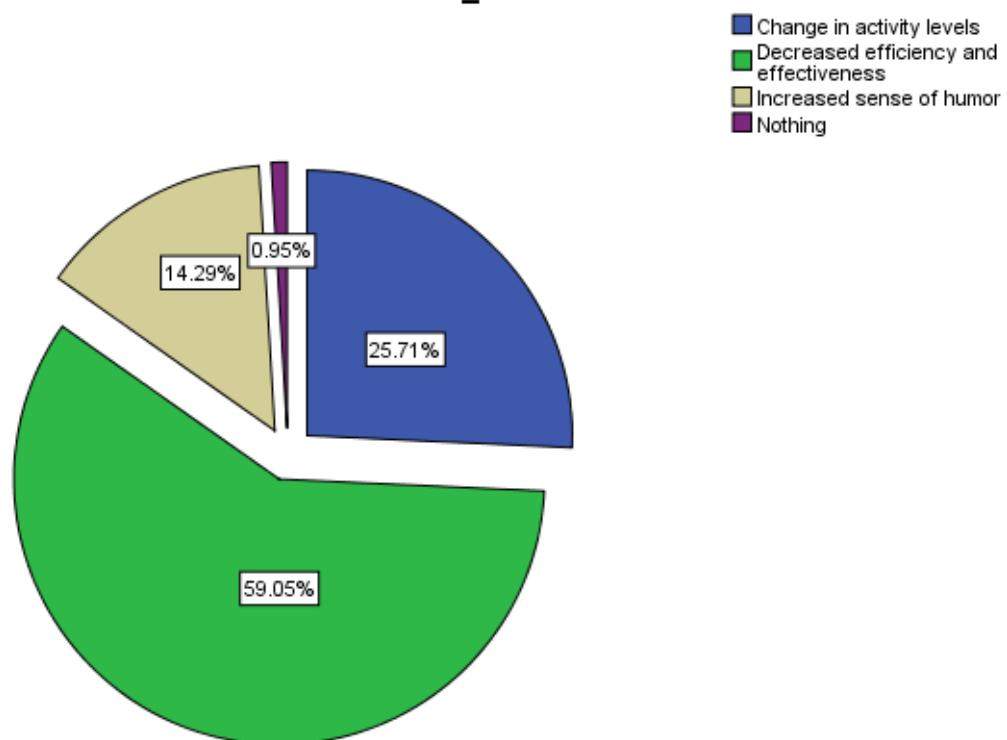
INTERPRETATION

In the above graph, it explains that 25.71% have change in their activity level, 59.05% have decrease in efficiency and effectiveness,14.29% have increased sense of humour and 0.95% have other behavioural effects.

3.11 How often have you been able to control your irritations in your life

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	2	1.9	1.9	1.9
	2.0	14	13.3	13.3	15.2
	3.0	51	48.6	48.6	63.8
	4.0	26	24.8	24.8	88.6
	5.0	12	11.4	11.4	100.0
	Total	105	100.0	100.0	

Controlling_Irritations
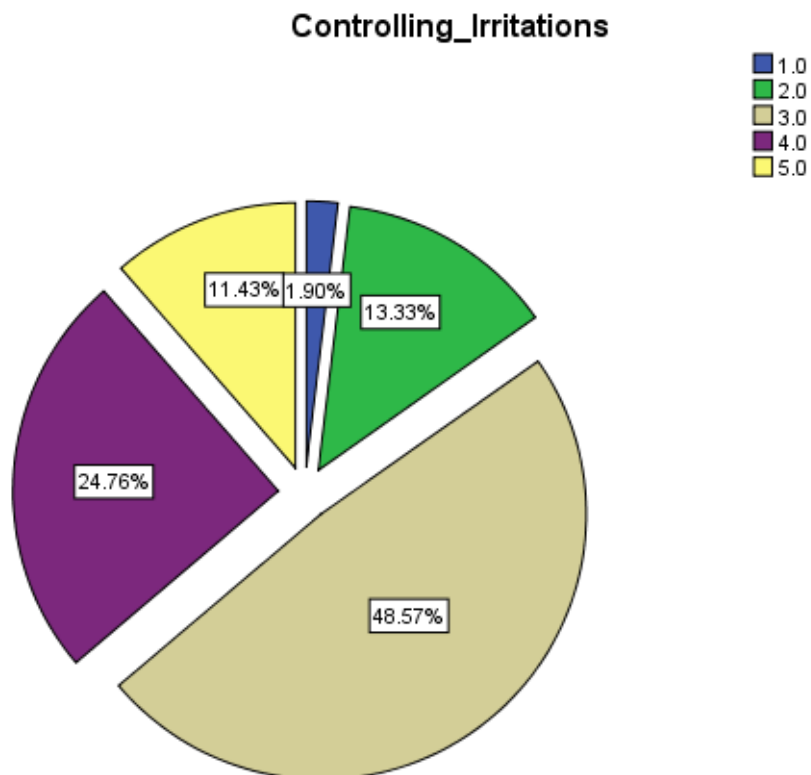
INTERPRETATION

From the above graph, it is clear that 1.90% have never able to control the irritation in their life,13.33% have almost never able to control the irritation in their life,48.57% have a neutral

feeling that they were able to control the irritation in their life, 24.76% have often able to control the irritation in their life, 11.43% have very often to control the irritation in their life.

3.12 How often you felt that you were on top of things

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	5	4.8	4.8	4.8
	2.0	16	15.2	15.2	20.0
	3.0	42	40.0	40.0	60.0
	4.0	29	27.6	27.6	87.6
	5.0	13	12.4	12.4	100.0
	Total	105	100.0	100.0	
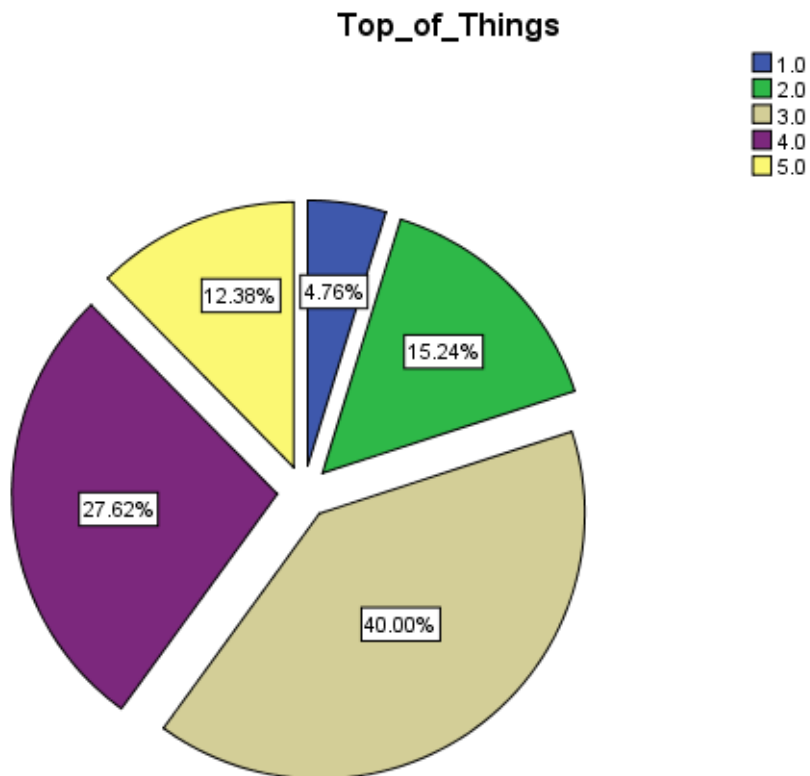
Top_of_Things

INTERPRETATION

From the above graph, it is clear that 4.76% never things that they were top of things, 15.24% things that almost never top of things, 40% things neutral, 27.62% things often top of things and 12.38% very often things that they were top of things.

3.13 Angered because of things that happened outside of your control

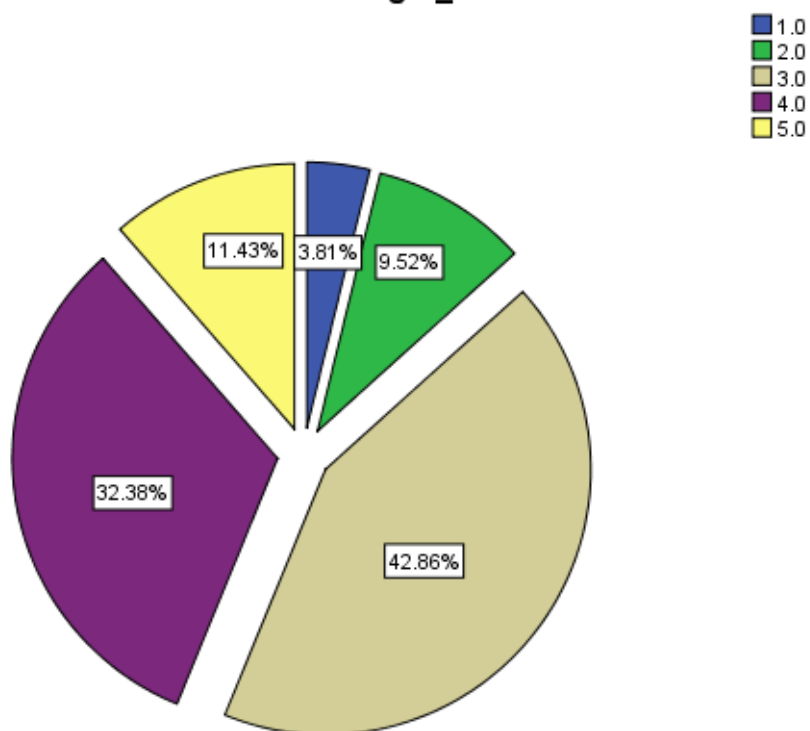|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1.0	4	3.8	3.8	3.8
	2.0	10	9.5	9.5	13.3
	3.0	45	42.9	42.9	56.2
	4.0	34	32.4	32.4	88.6
	5.0	12	11.4	11.4	100.0
	Total	105	100.0	100.0	

Anger_issues

INTERPRETATION

From the above graph, it is clear that 3.81%% never angered because of things happened outside their control, 9.52% almost never angered because of things happened outside their control,42.86% things neutral, 32.38% oftenly angered and 11.43% very oftenly angered.

3.14 Physical effects of stress you have noticed in yourself

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Headache, lack of sleep	1	1.0	1.0	1.0
	Increased blood pressure	35	33.3	33.3	34.3

|				
Increased heart rate and respirations	36	34.3	34.3	68.6
Reduces blood pressure	1	1.0	1.0	69.5
Shivering	1	1.0	1.0	70.5
stressed	1	1.0	1.0	71.4
Sweating or chills	29	27.6	27.6	99.0
Various	1	1.0	1.0	100.0
Total	105	100.0	100.0	
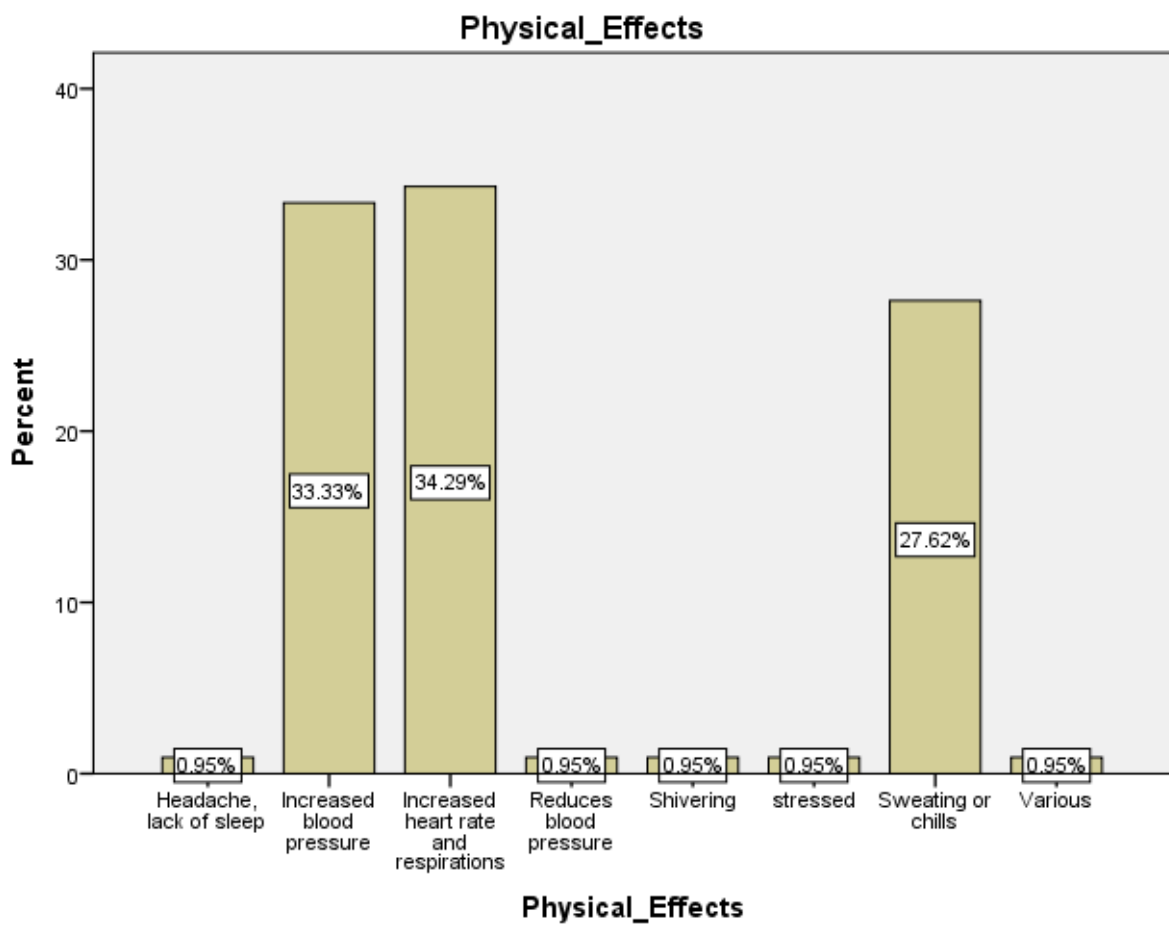
INTERPRETATION

Due to the stress from academic the above figure illustrates that majority students have increased heart rate and respiration.

3.15 Meditation helps in relieving stress

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1.0	5	4.8	4.8	4.8
2.0	13	12.4	12.4	17.1
3.0	32	30.5	30.5	47.6
4.0	28	26.7	26.7	74.3
5.0	27	25.7	25.7	100.0
Total	105	100.0	100.0	
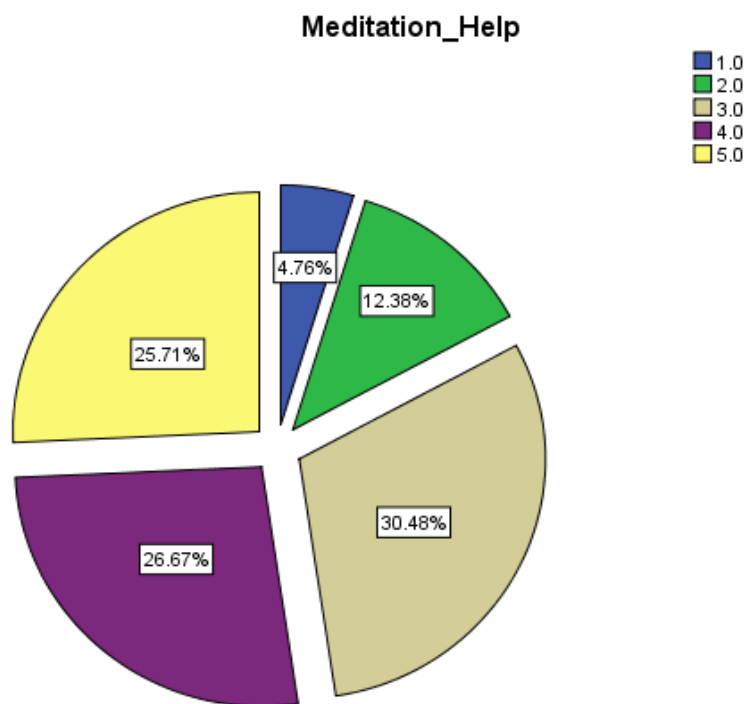
Meditation_Help

INTERPRETATION

From the above chart 4.76% says meditation never helps,12.38 says almost never helps, 30.48% says neutral,26.67% says oftenly helps and 25.71% says very oftenly helps.

3.2 HYPOTHESIS TESTING

Factor Analysis

Factor analysis is a statistical method used to describe variability among observed, correlated variables in terms of a potentially lower number of unobserved variables called factors. A common rationale behind factor analytic methods is that the information gained about the interdependencies between observed variables can be used later to reduce the set of variables in a dataset. Here 10 variables are selected for factor analysis. These 10 variables are the Likert scale questions.

Analysing Factors causes stress level of PG students

Factor Analysis was done using the given 10 variables. And as a result, we got 3 factors that causes stress level of PG students by reducing those 10 variables.

Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	2.623	29.150	29.150	2.623	29.150	29.150	2.316	25.739	25.739
2	1.450	16.112	45.261	1.450	16.112	45.261	1.585	17.612	43.350
3	1.154	12.818	58.079	1.154	12.818	58.079	1.326	14.729	58.079
4	.828	9.200	67.280						
5	.779	8.652	75.932						
6	.708	7.864	83.796						
7	.559	6.210	90.006						
8	.488	5.427	95.433						
9	.411	4.567	100.000						

Extraction Method: Principal Component Analysis.

Initial Eigenvalues: All the factors included in the data set are listed in the first three columns. There are a total of 10 factors in this scenario since factor analysis always extracts the same number of factors as there are variables. You may find out how much of the variance in the dataset each factor can account for by looking at the percent of variance column.

Extraction Sums of Squared Loadings: Because we instructed SPSS to apply an extraction criterion of eigenvalues greater than 1, this section only shows the elements that satisfy it. The Total column displays the eigenvalue for each factor (before to rotation). The factor analysis in this case led to the extraction of four factors by SPSS.

Rotation Sums of Squared Loadings: The last set of columns displays the extracted factors' eigenvalues following rotation. Rotation increases the weight each of our variables carries on one component while reducing the weight it carries on the others. By optimising the factor loadings, the eigenvalues are likewise brought closer together.
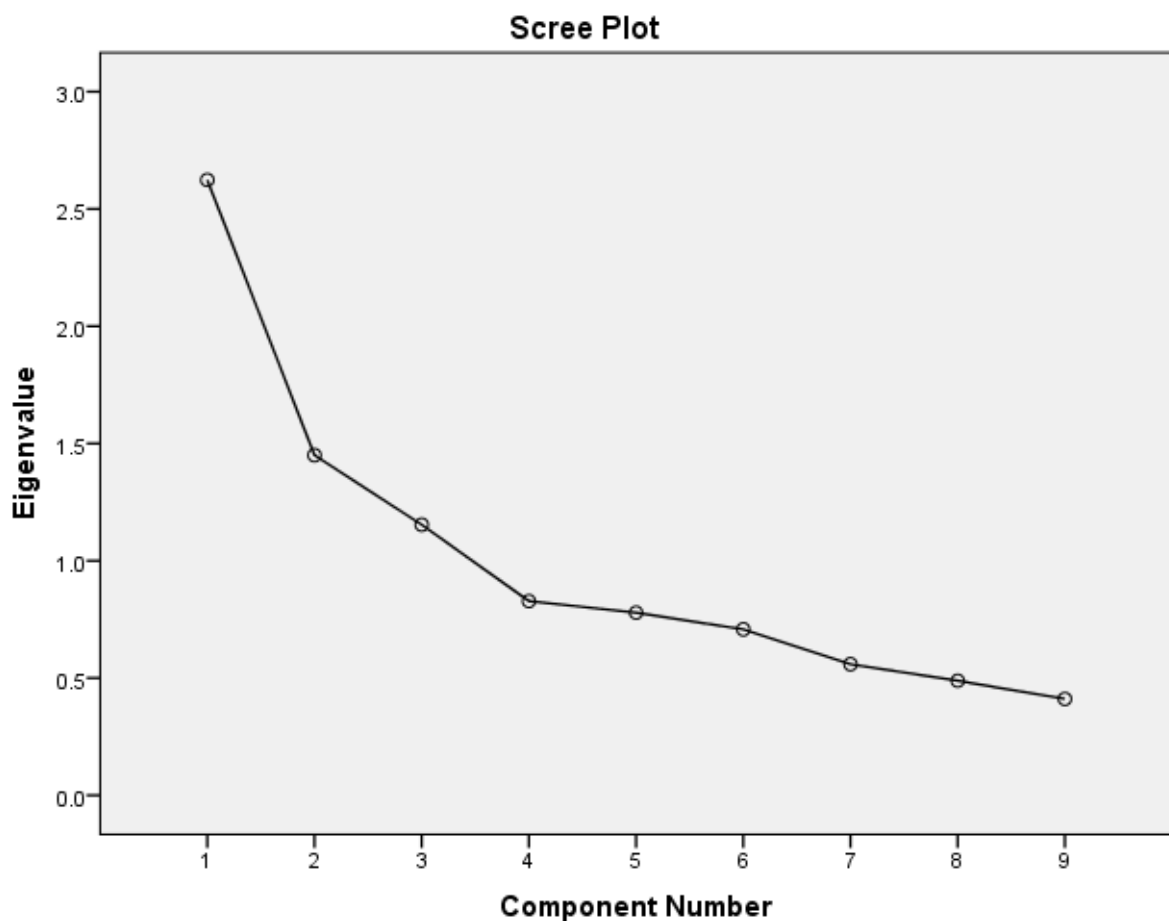
A scree plot is a line plot showing the eigenvalues of factors or principal components in an investigation in multivariate statistics. The number of factors to keep in exploratory factor analysis is decided using the scree plot. The 10 eigenvalues for our factors are shown on this graph. This can make it easier to see which elements to preserve. These plots frequently depict an area on the curve (or "elbow") where the eigenvalues level out and begin to decline. The eigenvalues above this point might still be significant enough to be kept, while the others might not. At two components, the graph here seems to flatten out, but there is also another decline after four. We can therefore support the existence of 4 components in this situation using this extraction strategy.

Rotated Component Matrix

	Component		
	1	2	3
Nervous Stressed NS	.783		
Stressful Days SD	.775		
Cope with Stress CWS	.619	.431	-.276
Unexpected Situation US	.607		.351
Top of Things TOT	.213	.754	-.181
Controlling Irritations CI	.142	.609	.416
Handle Personal HP Problem P	-.360	.600	.213
Meditation Help MH			.816
Anger issues AI	.393	.298	.447

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 9 iterations.

As in the above table Nervous and stress, Stressful days and Help of meditation measures one component, thus, they can be considered for further analysis. Hence, further

processing. That is, impact analysis or any other statistical analysis includes all the above variables.

Correlations

3.17 Table analysing correlations

		Age	Stressful Days
Age	Pearson Correlation	1	-.015
	Sig. (2-tailed)		.879
	N	105	105
Stressful Days	Pearson Correlation	-.015	1
	Sig. (2-tailed)	.879	
	N	105	105

Correlation significant is .879 it is highly positively correlated. Which indicate that there is a high correlation between age and stressful days.
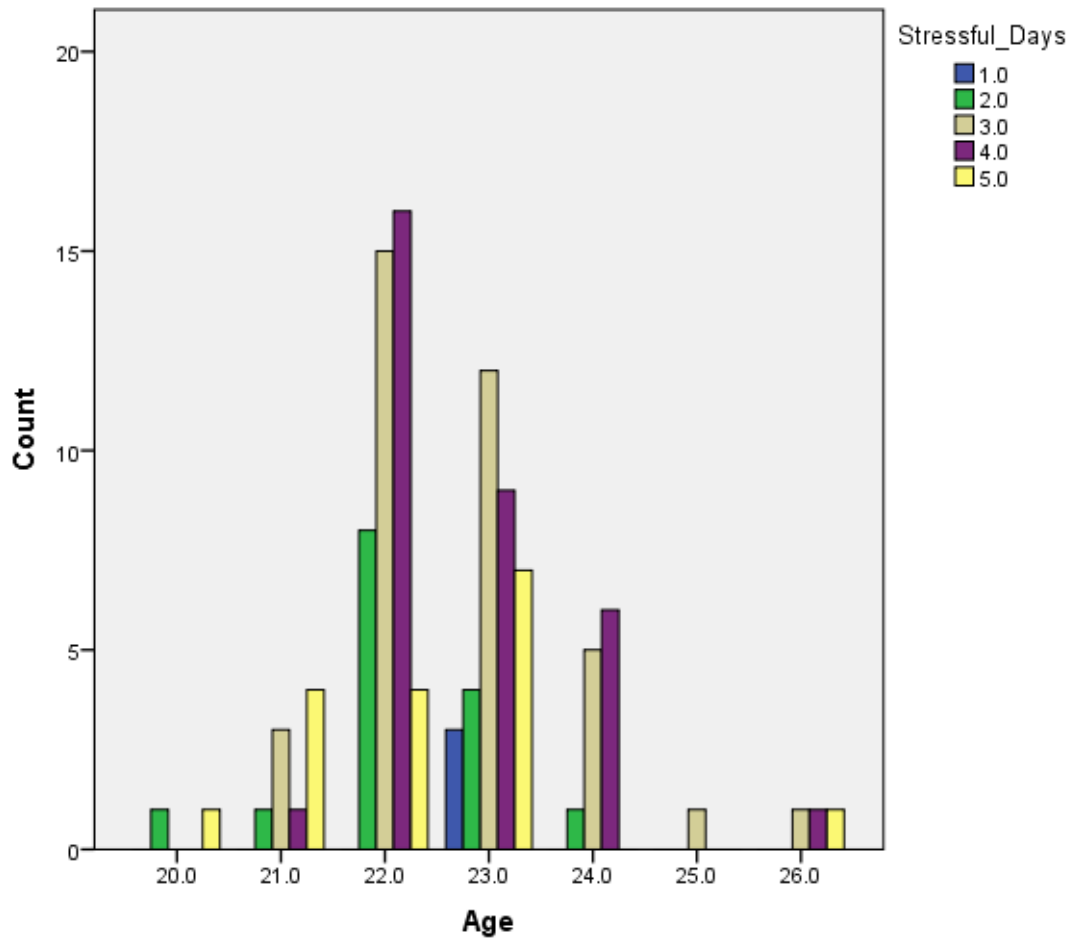
Age * Stressful Days Crosstabulation

Expected Count

		Stressful Days					
		1.0	2.0	3.0	4.0	5.0	Total
Age	20.0	.1	.3	.7	.6	.3	2.0
	21.0	.3	1.3	3.2	2.8	1.5	9.0
	22.0	1.2	6.1	15.2	13.5	7.0	43.0
	23.0	1.0	5.0	12.3	11.0	5.7	35.0
	24.0	.3	1.7	4.2	3.8	1.9	12.0
	25.0	.0	.1	.4	.3	.2	1.0
	26.0	.1	.4	1.1	.9	.5	3.0
Total		3.0	15.0	37.0	33.0	17.0	105.0

INTERPRETATION

Since the p-value is lesser than our chosen significance level ($\alpha = 0.05$), we reject the null hypothesis. Rather, we conclude that there is an association between age and stress level on a daily basis.

CHAPTER-4
INFERENCE

FINDINGS OR SUMMARY

- Stress Level of Students during Online class has Increased.
- The main Factors responsible for Stress during class is Assignments, Project and presentation and spending more time Online.
- Also 60% of people believe that they won't be able to acquire Required Skill by online class, this is also leading to increase in stress level.
- The main sources of stress were examinations, choosing a career path, and family troubles.
- The students' main responses to stress were listening to music, talking with someone about the problem, and exercise.

SUGGESTIONS

- Reducing online class timing may improve students mental as well as physical health.
- Extending submission time of assignments and projects in online classrooms can reduce the stress among them.
- Starting offline session can improve their mental health and wellbeing of students, they can have a direct interaction with each other.
- Offline classes can add more knowledge to the students in the academics as well as improve social awareness

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