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## ACADEMIC STRESS STIMULUS RESPONSE AND INTERVENTIONS: IMPACT ON BUDDING MANAGER

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### ABSTRACT

*Stress is a part of life. Up to a certain extent stress proves to be accelerating the magnitude and quality of efforts in achieving the desired goal. Students, who find 5-6 hrs. study a really tedious task, can study for 10-12 hrs. at a stretch with better concentration during exam days. But the prolonged stress is likely to reduce the efficiency of a person. Adolescence is the age of stress and storm. Rapid body changes and heightened emotionality characterize this stage of human development. And when the adolescents face additional stress in their family, school and social environment, what is the combined effect of all this psychological distress? Does it influence their working ability?*

*The Critical Success Factors that affect the Budding Managers are stressors encountered handling and managing the various stressors in optimal manner. It evokes many hazards generated due to academic stress on psychological level, physical level and social level. The unmanaged stress can lead to fatigue, sleep disorders, eating disorders and other unhealthy symptoms. The present study was carried out to know if any relationship exists between mental stress and academic performance of Budding Managers.*

### **THE OBJECTIVES OF THE STUDY WERE:**

- 1) To review some of the common stressors responsible for academic stress*
- 2) To examine the relationship between mental stress and academic performance on Management Students.*

*Against this backdrop this study reveals the development of various coping strategies for managing academic stress like keeping track of how to use the time effectively, elimination of the ways of wasting time and non critical events, the focus on importance of forward planning , the focus on importance on self organization, communication of problems with trusted people , frustration release through intense activities , prioritizing the important activities and regular exercise , meditation , relaxation by support groups. The study emphasize on coping distress as*

*the constantly changing cognitive and behavioral efforts to manage specific external or internal demands that are appraised as exceeding the resources of an individual. The relevance of the Paper is mainly for the Academicians. The paper is a review on the conceptual models which ultimately form the basis of foundation for the Management Educators to groom their students accordingly.*

*The Research Methodology includes review of secondary data from National and International Journals and renowned sources. Major Findings, Conclusions and Implications that have emerged are interesting and will serve as a foundation for Management Educator for performance effectiveness and efficiency of Students.*

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## INTRODUCTION

In academic phase, most of young students enter school excited about being in college. When registering, they try to sign up for classes they like and that meet their graduation and financial aid requirements. Once classes start, in the process student's map out assignment due dates and do their best to keep up with the work. In practice, however, doing quality work and turning it on time is a challenge that can easily lead to stress, especially when unforeseen events occur.

There have been several studies (Schafer, 1996; Fisher, 1994; Altmaier,1983), which have reported strong relation between academic stress and college students. Some individuals are more sensitive to some stressors than others; so, the person's characteristics and behavior patterns must be looked at to determine their importance and their vulnerability to stress. The Experience of stress in humans is universal, but there are also marked individual differences in How stress is experienced. Stress has been known "to be the fuel the body uses to meet the Challenges of our fast-paced modern life; for others, it is the aversive by-product of such a life" (Altmaier, 1983, p. 4). Stress has been associated with major life events, daily life hassles, and changes in life. Stress is created by excessive environmental and internal demands that need constant effort and adjustment.

Students undergo considerable stress due to the demands associated with change: increasing competition in every field, difficulty in selection of vocational and career options, increasing overload of knowledge and information and competing against new standards. Some graduate and undergraduate students can see these transitions as a positive experience that can be exciting, but some students seem to be threatened by this change. Stress can affect a student's grades, health, and personal adjustment. How students perceive the immediate environment, their personal lives, and tasks confronting them serves to define, in a unique manner, people and events as potentially dangerous or relatively innocuous (Roberts & White, 1989). Many people recognize that stress comes in the form of negative tension that is caused by someone or something. Those who recognize stress as negative tension fail to realize that stress can generate a positive reaction to a stimulus. The positive reaction of stress can drive individuals to achieve and to test their potential to its fullest.

Stress can be a positive aspect of learning if students experience stress as a challenge can exhibit an increased capacity to learn (S.Fisher,2009,p-117). Many experiences distress rather than challenge, which can lead students to feel threatened. Academic work may reflect some of the high levels of stress that graduate and undergraduate students have reported. Most graduate and Undergraduate students experience grade pressures that cause students to have problems with stress. Too much stress can interfere with a student's preparation, concentration, and performance. Yet, positive stress can be helpful to students by motivating them to peak performance. Graduate and undergraduate students also have a fear of failure in relation to their grades and academic work. To fall short on their own and others ' expectations in college , job or any other activity one risks both external and internal costs: threat to academic or career Prospects, disapproval etc. Fear of failure can help motivate the students to prepare and perform well. Yet, sometimes fear of failure can become extreme, which then creates unnecessary stress. One of the main causes to academic stress is test anxiety. Most graduate and undergraduate students seem to be more emotionally vulnerable due to examinations. Increased anxiety from tests has a debilitating effect on their performance.

When information generated by worrying about the test reduces the capacity available for performing the task, the result is that performance breaks down and the result becomes self-confirming (Fisher, 2007). After completing an examination, there is a period of depression when students reflect on their performance and compare it to how their colleagues did. Poor confidence and a perception of poor performance can be an important reason for depression that occurs after examination and no further changes are possible. More emphasis is needed on understanding the impact of examinations on students, on identifying vulnerable individuals, and on the appropriateness of the current examination process (Fisher, 2007). Some of the responses students have from the stressors can be characterized by a lack of overt skills in handling a stressful situation. This can be marked also by poor performance or avoidance because students lack the skill to deal with these stressors.

Stress management can be used to help the students filter out some of the stress they have by changing their behavior. There are a variety of coping skills that can be used to help students with stress that they have. One of the first ways to begin coping and managing stress is, knowing what your physical and emotional limits are. In order to eliminate negative stress that's may be occurring in a students' life, he or she needs to identify the cause of the stressor. A strong

psychological adjustment on the part of an individual is known to effectively help offset the Dysfunctional effects of stress (Greenberg & Valletutti, 1980). The coping skills selected by the student need to be techniques that most effectively fits his or her individual needs. By reviewing various techniques that are available, students can find the best coping skill(s) that meet their needs. It is important to look at the different factors of stress to help them cope effectively.

## **RESEARCH METHODOLOGY**

### **1. TITLE OF STUDY**

The title of the study undertaken was “Academic Stress and its impact on budding managers”

### **2. DURATION OF PROJECT**

The duration of the project undertaken was three months from February to April.

### **3. OBJECTIVE OF STUDY**

The main objectives of the study were-

- 3.1 To review some of the common stressors responsible for academic stress.
- 3.2 To examine the relationship between mental stress and academic performance of management students.
- 3.3 To elicit the students opinion about the impact of various stressors.
- 3.4 To have in-depth knowledge of the field.

## **4. TYPE OF RESEARCH**

### **Exploratory**

The study was carried among students of various management colleges in Udaipur. Primary data was collected using questionnaires and secondary data using journals, books etc.

### **DATA COLLECTION METHODS**

Both primary and secondary data were taken as sources of information.

### **PRIMARY DATA:**

#### **Questionnaire**

The primary data was collected with the help of questionnaires. Structured questions were included in the questionnaire. The questionnaire consisted of 20 questions.

### **SECONDARY DATA:**

National and International Journals, Stress Management books, Articles

### **5. SAMPLE SIZE AND METHOD OF SELECTING SAMPLE**

Non probability or convenience sampling technique was used in the study. The study was confined to Udaipur district only. The sample consisted of wide cross-section of respondents varied backgrounds to make them representative.

The sample size was taken as 30 and sampling unit was management students.

## **6. SCOPE OF STUDY**

The study was undertaken with a view to find out how far stress influence academic performance of the management students, and the various causes of stress. It will serve as a foundation for Management Educator for performance effectiveness and efficiency of Students.

It is important to spread knowledge about the prevalence of stress among university students. Gaining a greater awareness is the first step in alleviating the sources and effects of stress. Next, the results of this study and other studies can be used to focus university programs so they can appropriately address the major sources and outlets of student stress. Some sources of stress are unavoidable, such as financial or family pressures; however, the most prevalent forms of stress, academic workload and time management, could be decreased through time management workshops. Although it may not be possible to decrease the academic workloads of modern day students, it is important for universities to develop programs to help students deal with this stress. Actions could include the creation of adequate counseling resources and clinical advice.

The development of university programs should be focused on how to provide the knowledge and resources for students to healthfully cope with stress and to therefore reduce the potential negative implications of stress on health.

Further studies are necessary to improve knowledge about the specific factors students reported as sources and outlets of stress. This study exposed practical information pertinent to the creation and implementation of programs and also set the foundation for further research. It is essential to perform a similar study with college students of all ages, to see if the trends reported in this population transcend all college years. Another useful study would be to further investigate the contrast between students' actual health and perceived health. Knowing this correlation is imperative to gaining awareness about the influence of stress among college students.

## **7. LIMITATION OF STUDY**

The study is confined to Udaipur district only, therefore samples are fairly representative. Time limit was another limitation of the study.

### **Stress – A Conceptual Framework**

A physical, mental, or emotional reaction resulting from an individual's response to environmental tensions, conflicts and pressures. Stress management is the amelioration of stress and especially chronic stress often for the purpose of improving everyday functioning. Stress produces numerous symptoms which vary according to persons, situations, and severity. These can include physical health decline as well as depression.

*Walter Cannon and Hans Selye* used animal studies to establish the earliest scientific basis for the study of stress. They measured the physiological responses of animals to external pressures, such as heat and cold, prolonged restraint, and surgical procedures, then extrapolated from these studies to human beings.

Subsequent studies of stress in humans by *Richard Rahe* and others established the view that stress is caused by distinct, measureable life stressors, and further, that these life stressors can be ranked by the median degree of stress they produce (leading to the Holmes and Rahe Stress Scale). Thus, stress was traditionally conceptualized to be a result of external insults beyond the control of those experiencing the stress. More recently, however, it has been argued that external circumstances do not have any intrinsic capacity to produce stress, but instead their effect is mediated by the individual's perceptions, capacities, and understanding.

### **Critical Success Factors**

1) ***Time Management*** -Teachers expect work to be completed on time. Students may underestimate the amount of time it takes to complete reading and writing assignments, to print out copies of their work, or to travel to school. Missing deadlines, regardless of the reason, is stressful, especially because missing work leads to falling behind. Even well-prepared students will experience stress, especially if they spend a lot of time on assignments but do not receive the grade they expected.

2) ***Coping Mechanism*** -While many students will experience school-related stress, it is the ability to cope with the stress that matters. Some consequences of stress are mild, such as occasionally losing a few hours of sleep or skipping a meal while trying to meet a deadline. Serious negative consequences can also occur, however. Stress lowers immunity. It can cause

insomnia, especially when sleep is interrupted, inconsistent, or too short. Some students try to relieve stress with drinking alcohol or taking drugs.

**3) Behavioral Dimensions** -Stressed people get sick more often. They are more likely to overreact to small annoyances, such as waiting in line. While some stressed-out students may sleep more than usual, others may not be able to relax at all and may get only four hours per night. Feeling upset, anxious or short-tempered for no apparent reason is a stress reaction. Increases in the number and severity of allergies and asthma attacks are also related to stress.

**4) ABC Analysis technique** -While in school, students have to meet many different types of responsibilities. Label priorities A, B and C. Those that are an A priority are those that are worth the most points, such as studying for a mid-term exam or writing a research paper. Assignments that might be a B priority are credit/no credit work, which means students will receive credit just for turning something in. Assign a C to a friend's sudden request for help with homework.

**5) Academic performance linked to Intelligence** -A frequently reported source of stress that college students encounter is receiving a lower grade than they expected. Some students link their self-worth or future with their grades. Students may start doubting their capability or competency in their future careers. Some college students have become so preoccupied by grades that they allowed their health deteriorate. "Stress is marked by overly high performance standards, with high levels of worry, self-criticism of attention while preparing for or taking exams" (Altmaier, 1983, p. 52). Too much stress can interfere with how a student prepares, concentrates, and performs. Some college students do not know how to properly prepare for a test and will perform poorly and are anxious as a result. The academic workload requires that students face a series of peak periods such as finals, there is relatively constant underlying pressure to complete an assignment. Course overload can also cause students a great deal of stress. Having too many courses in a given semester, that are difficult to do well in, is partly due to rushing through to achieve a goal. This can cause students to suffer psychologically, physically, socially, and educationally.

**6) High unaffordable fees in Education** -There are many students who have to work while they are attending college. This can pose a number of hazards for students. There are many times when students have to work late at night and then do not have the time to study. This can then reflect on their academic work and on their grades. Worrying about their financial issues and their grades can be an immense stressor in academic life.

7) *Relationships*-Family can also be a source of academic stress. Some families place a great deal of stress on students by telling them to acquire good grades and marks. There are cases of Student suicides which are alarming.

8) *Red Carpet Dreams* – Due to competition in the Education sector, the Educators promises and give dreams to the students that after the course they would get their dream Job. The Entry Level jobs are under paid and very demanding. This gap leads to suicidal attempts by the students.

### Review of Literature

The review of literature will be covering a multitude of areas in relation to academic stress. The areas that will be discussed for students are: course overload, test anxiety, performance pressure up to the standards, difficulty in opting right career option and interventions to help cope with **Laura Walter Pern & Glenn DuBois (2011)** conclude about the academic success factors and working of college students in their academic life. Studies undertaken suggest that work should be reconceptualized as an experience that promotes student's educational outcomes. Additionally, it encourages the institutes/ colleges to provide additional public resources to serve working students better.

**Suzana (2010)**, examined stress factors in academic environments: inventory of students in universities. Study was undertaken to research the extent to which college students academic coping style and motivation mediate their academic stress and performance.. Stressors were categorized as academic, financial, time, health related and self imposed. Number of stress management strategies were enlisted such as time management, training, positive reappraisal, organizing workshops, flexibility and control of workload and scheduling events.

**Taylor, Margaret Ethel (2010)**, analyzed sources and level of stress among part time business students in Ghanaian University. A total of 300 part-time business students were selected for study. The Student Stress Survey Scale and the Overload Assessment Test used as the main instrument for the study. Change in sleeping and eating habits, financial difficulties, zeal to perform well academically and combining job and schooling were academic sources of stress reported. Results indicated that college students holding job experience more stress than those without a job.

**Redhwan (2009)**, have identified the associated factors related to causes of stress and coping strategies among university students. Three issues were notified i.e. stress identification, causes of stress and coping with stress. The study was conducted among 39 students of management and Science University. In terms of coping with stress the students were able to describe a variety of strategies .These included counseling services, doing meditation, sharing of problems, getting adequate sleep, and going out with friends. Result indicated that lack of sleep, financial and family problems were causes of stress among students.

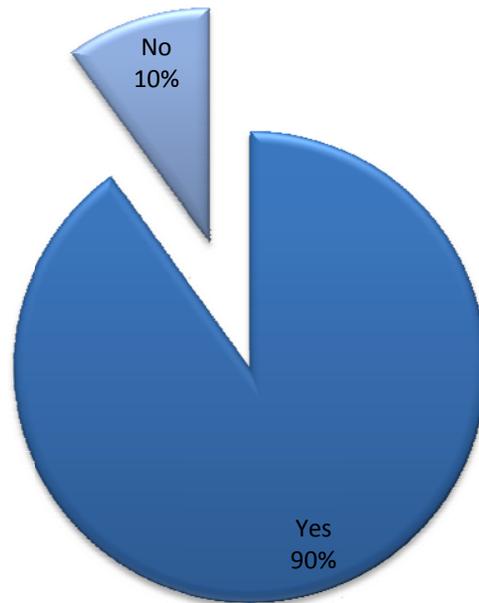
**Jacqueline (2009)** examined the sources and outlets of stress among university students and correlations between stress and unhealthy habits. The major causes of stress were found to be

academic workload and time management. High stress levels among participants correlated with many unhealthy behaviors, including compromised quality of diet and decreased quantity of sleep.

**Trotter, Michelle Judith (2009)**, in the study titled “Effects of participation in a mindfulness-based stress reduction program on college students’ psychological well being” conducted a pre-test, post- test comparison group design to examine effects of participation in a twelve week mindfulness- based stress reduction course on college students’. Participants were enrolled in a course (intervention group, n=26) and followed the standard program format and were taught body awareness exercises, gentle hatha yoga and mindfulness meditation. In the comparison group, self- management and academic skills were taught to promote competence. Results indicated that there were no differences between the intervention and comparison groups’ change scores on the dependent measures.

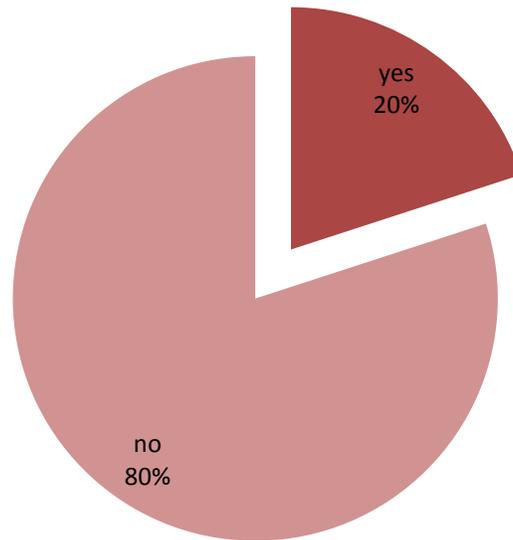
**Ying, Farn Shing Chen (2009)**, examined academic stress inventory of students at universities and colleges. 282 effective questionnaires were obtained from participants and stratified random sampling was used to carry out in-depth interview of students. Study indicate that when related academic problems, frustrations are faced the result is an inability to adjust and mental phenomena is caused. Results extracted factors responsible for stress such as teacher stress, result stress, test stress, studying in group stress, peer stress, time management stress, and self inflicted stress.

**Ranjita & Michelle McKean (2008)**, investigated the interrelationship among academic stress, anxiety, time management, and leisure satisfaction in 249 college students. Stressors affecting students were categorized as academic, financial, time or health related, and self-imposed. The greatest sources of academic stress were from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time. Results indicated a positive association between anxiety and academic stress while leisure satisfaction had weak correlation with academic stress. Time management behaviors had a greater buffering effect on academic stress than leisure satisfaction activities.

**EMPIRICAL ANALYSIS AND INTERPRETATION****5.1) Do you think present education system generates stress among students?****Findings:**

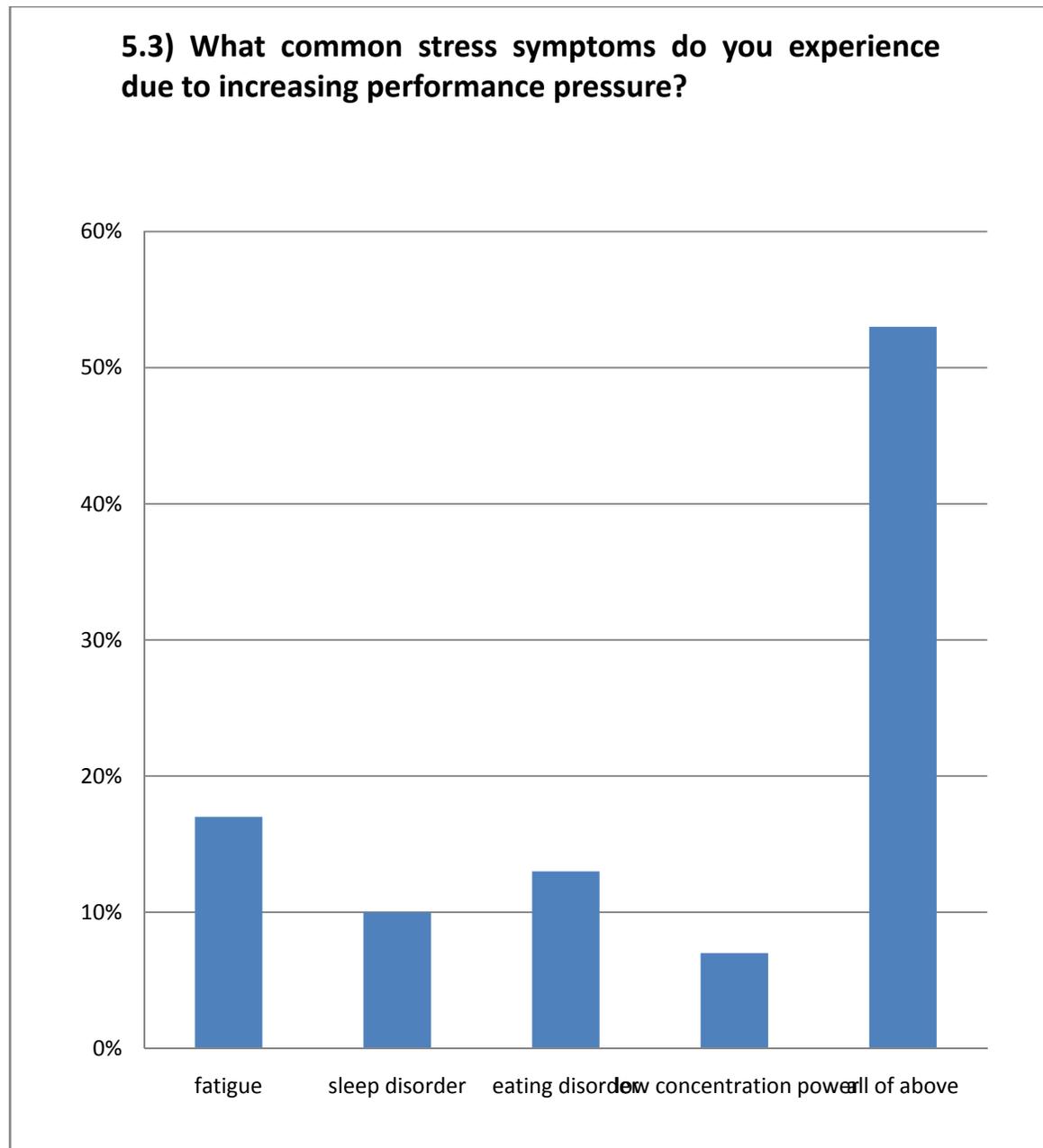
The above data reveals that 90% of respondents believe that present education system generates stress among students while 10% say it does not.

**5.2)Are you aware of importance of managing stress  
healthy manner?**

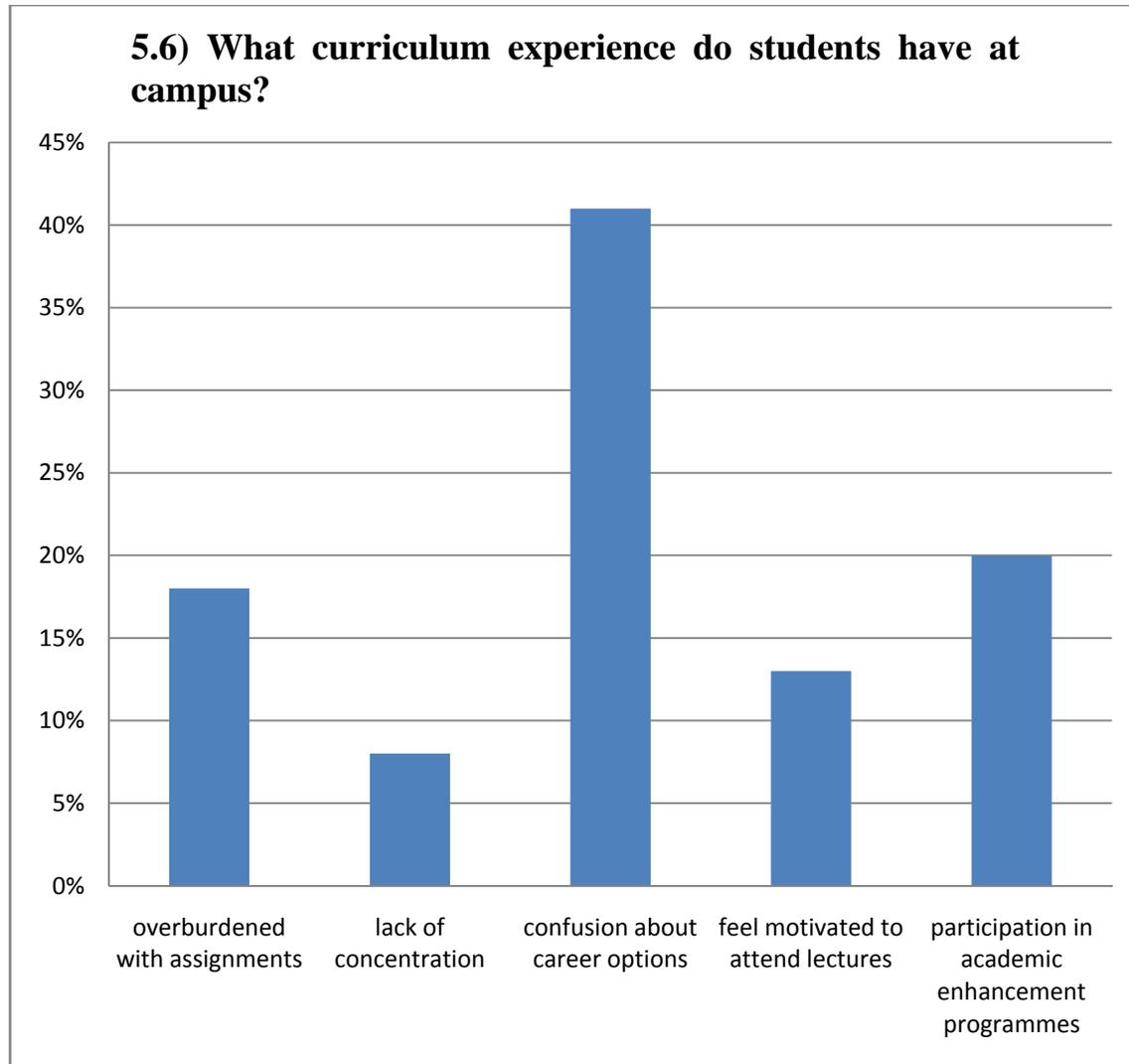


**Findings:**

The above data shows that 80% of respondents are unaware about the importance of healthy management of academic stress while 20% are aware of it.

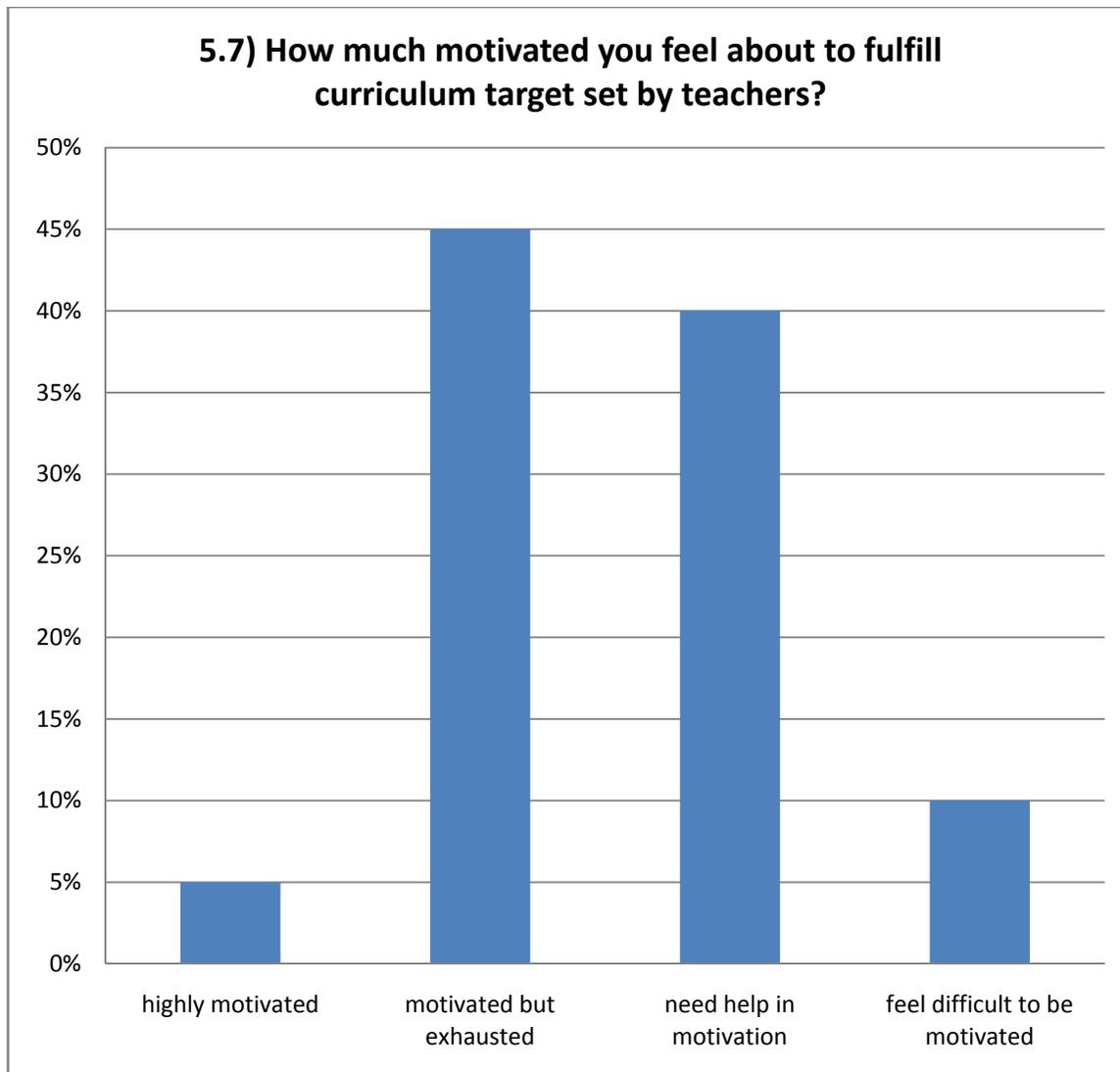
**Findings:**

The above data shows that 17% respondents experience fatigue as common stress symptom while 10% say sleep disorders, 13% eating disorders, 7% low concentration power and 53% respondents opinion is all of the above

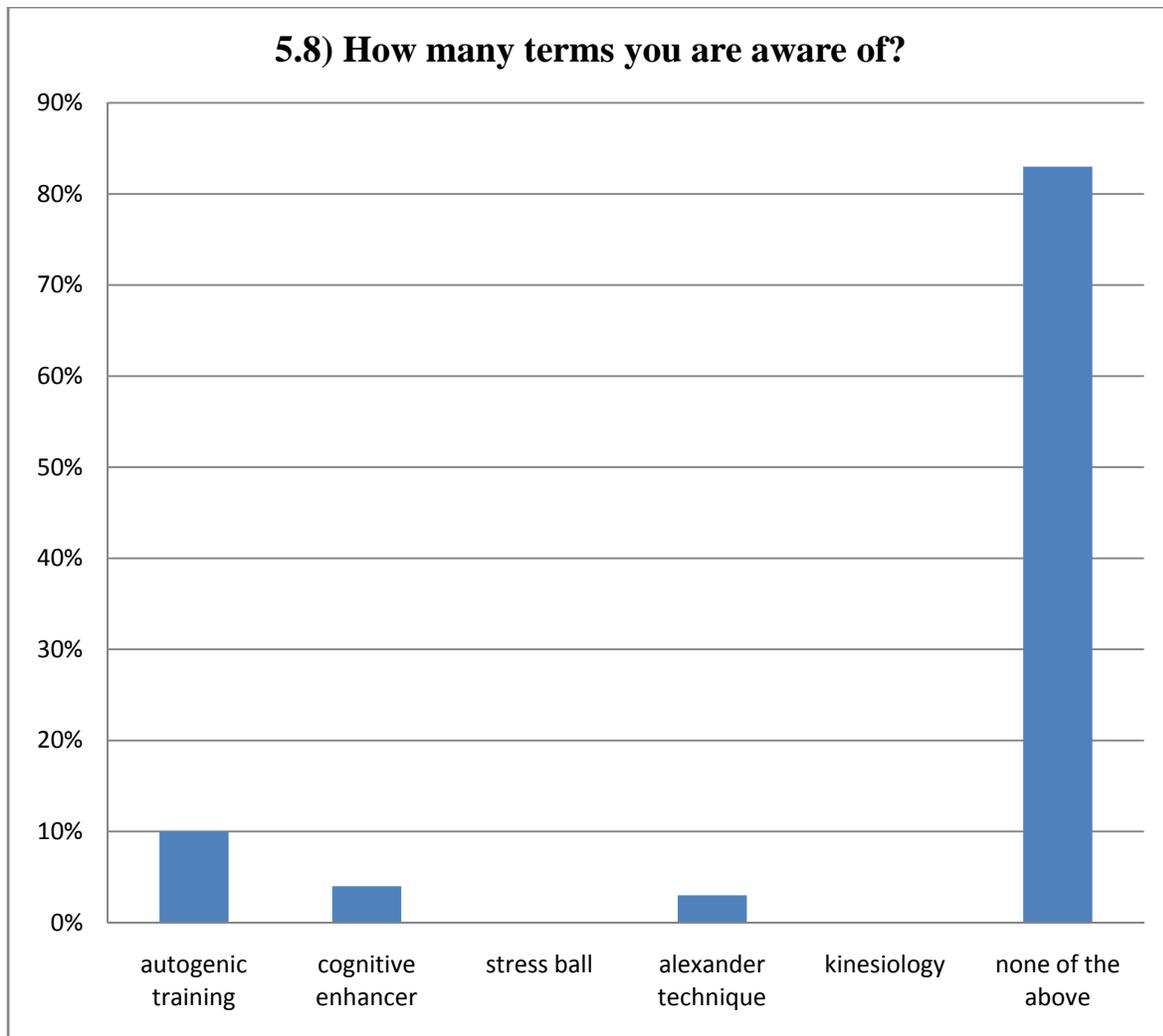


**Findings:**

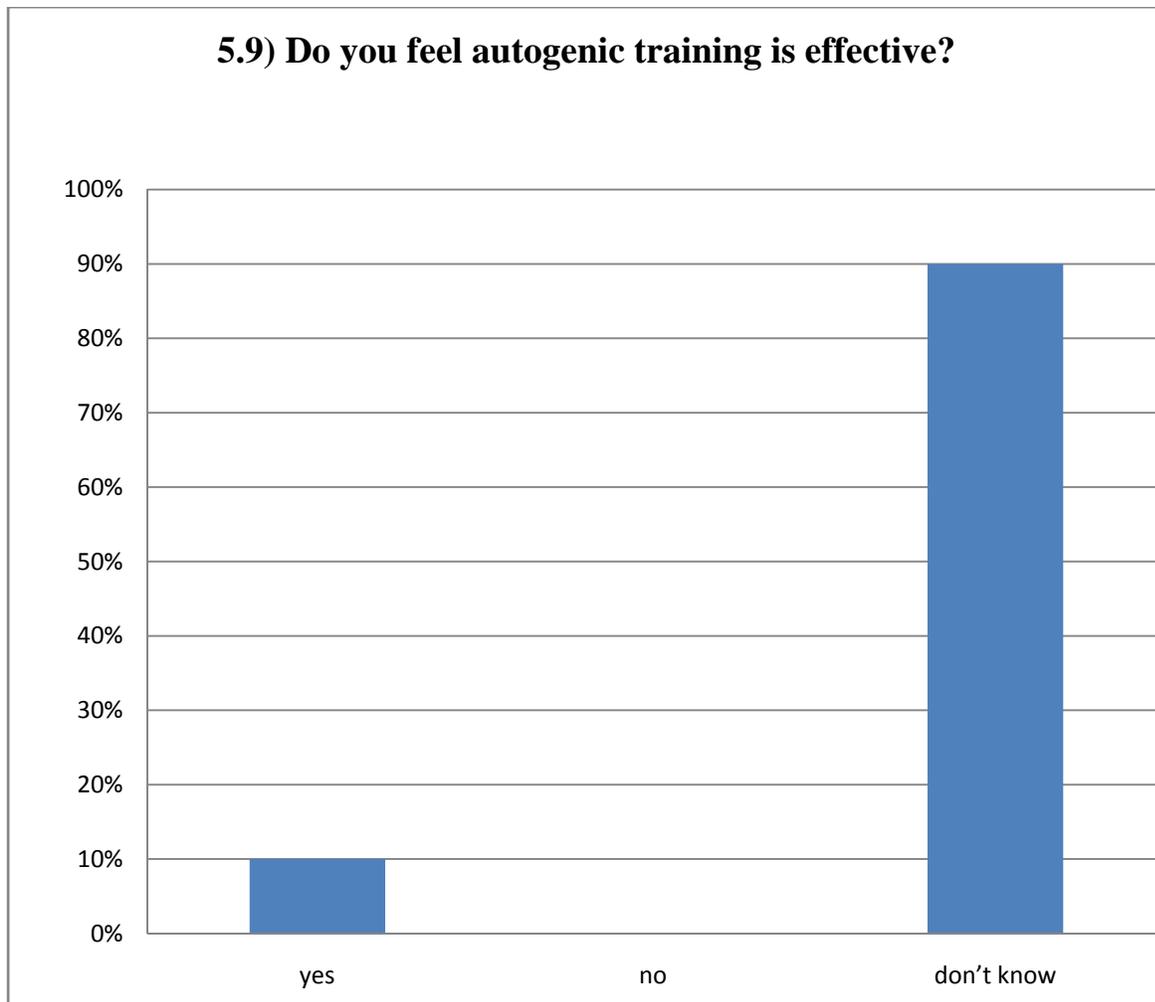
The above data reveals that 41% of the respondents are confused about career options while 20% like to participate in academic enhancement programs, 18% of respondents feel overburdened with assignments, 8% feel lack of concentration and 13% feel motivated to attend lectures regularly.

**Findings:**

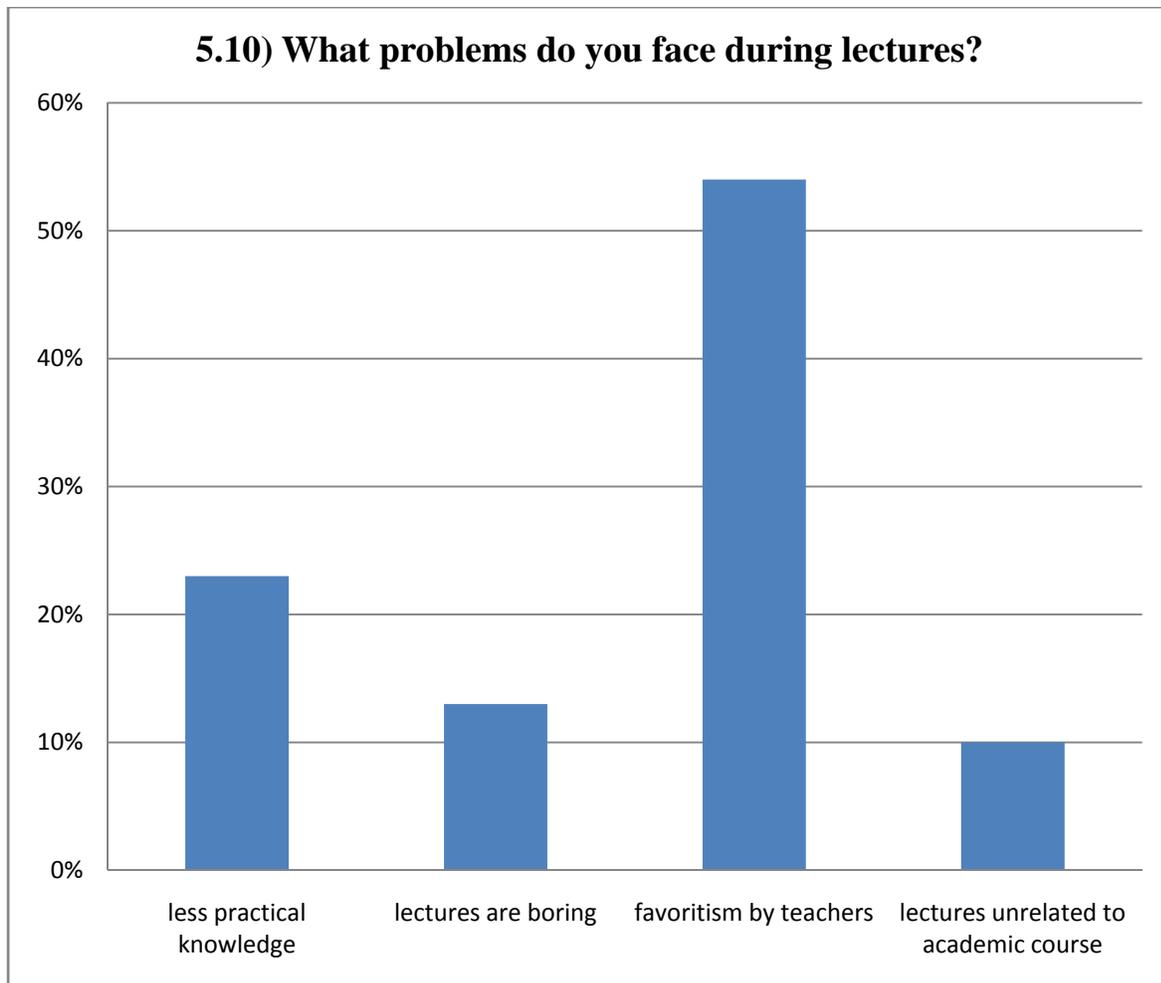
The above data shows that 45% of the respondents are motivated but get exhausted with curriculum targets while 40% need help in motivation, 10% feel difficult to be motivated and 5% feel highly motivated.

**Findings:**

The above data shows that 83% of respondents are unaware of all above stress management techniques while 10 % are aware of autogenic training, 4% of cognitive enhancer, and 3% of Alexander technique.

**Findings:**

The above data shows that 90% of respondents are unaware of effectiveness of autogenic training while 10% of respondents consider it is effective.

**Findings:**

The above data shows that 54% of respondents consider favoritism by teachers as main problem associated with stress while 23% say that lectures are more theoretical, 13% say lectures are boring and 10% say that lectures are unrelated to academic course.

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## RECOMMENDATIONS -INTERVENTIONS

There are several interventions that can be used to cope with stress. There are varieties of coping skills that will be introduced to help students cope with stress. In order for students to eliminate the negative stress that they have, they need to identify the source of the stressor(s). The coping skills that are selected by the student need to be techniques that fit their personal needs.

1) The first intervention that has been known to be helpful is *social support*. “Social support is helpful because it provides the individual with feedback, validation, and a sense that one can master one’s environment” (Hobfoll,2008,p.120). Social support also consist of interactions where meaningful support occurs between people. Students can use these social supports to help them get through the stress that they are experiencing. Social support can help by offering distractions from unhappiness caused by stress, or by helping the student re-work and change personal perspectives on what has happened. There are two main approaches used to cope with stress. “The first is problem-focused coping, which involves analysis of the main sources of difficulty with a view to seeing whether changes are possible” (Fisher, 1994, p. 85). Using this problem-focused strategy can help the student achieve control over the problem. One of the students’ decisions may be to try and reduce their course load by examining what is required of their academics. Students also need to be taught how to handle their stress This will offer students resources for when they need to seek help or to see how they can minimize their stress.(Blonna,2007)

2) The second approach to coping with stress is *emotion-focused coping*. The problems that remain stressful need to be focused on by the individual to prevent further damage. Increasing physical activity or exercise, and other distractions produced by pleasant activities, may help to decrease the moments of worry and distress. Consulting a trusted friend or a counselor has a considerable advantage in that bringing thoughts and feelings into the open have been found to be beneficial (Fisher, 1994).Making some minor adjustments can help students to decrease their stress levels. Practicing effective techniques for relaxation has been a good way of reducing stress. Practicing relaxation techniques on a regular basis can help college students manage their stress at a moderate emotional level. It is all a matter of re-arranging their time so that the students can practice their relaxation techniques regularly. Another type of intervention is supportive counseling. According to Sapp (1996), the goal in supportive counseling is to provide support and to promote problem solving, which can be done through empathic reflecting and

listening. This form of therapy helps graduate students come up with different methods of handling their stress or anxiety, especially for test anxiety. Counseling can help students to talk about their stress and try to be able to pinpoint when the stress may have started and why.

3) **Autogenic training** is a relaxation technique developed by the German psychiatrist, Johannes Heinrich Schultz which first published in 1932. The technique involves the daily practice of sessions that last around 15 minutes, usually in the morning, at lunch time, and in the evening. During each session, the practitioner will repeat a set of visualizations that induce a state of relaxation. Each session can be practiced in a position chosen amongst a set of recommended postures (for example, lying down, sitting meditation, sitting like a rag doll). The technique can be used to alleviate many stress-induced psychosomatic disorders.

4) **Cognitive therapy** seeks to help the patient overcome difficulties by identifying and changing dysfunctional thinking, behavior, and emotional responses. This involves helping patients develop skills for modifying beliefs, identifying distorted thinking, relating to others in different ways, and changing behaviors. Treatment is based on collaboration between patient and therapist and on testing beliefs. Therapy may consist of testing the assumptions which one makes and identifying how certain of one's usually-unquestioned thoughts are distorted, unrealistic and unhelpful. Once those thoughts have been challenged, one's feelings about the subject matter of those thoughts are more easily subject to change. Beck initially focused on depression and developed a list of "errors" in thinking that he proposed could maintain depression, including arbitrary inference, selective abstraction, over-generalization, and magnification (of negatives) and minimization (of positives).

5) A **nootropic** is a cognitive enhancer that is neuro-protective or extremely nontoxic. The term cognitive enhancer is not to be confused with the word "nootropic". Nootropics are by definition cognitive enhancers, but a cognitive enhancer is not necessarily a nootropic. A cognitive enhancer is a substance that enhances concentration and memory. The first synthetic cognition enhancers to see widespread use were the amphetamines. The word "nootropic" has been abused by researchers who wish to promote a certain drug as side-effect free. The word was first coined by Corneliu E. Giurgea in 1972. He stated that nootropic drugs should have the following characteristics. They should enhance learning and memory.

6) A **stress ball** is a malleable toy, usually not more than 7 cm in diameter. It is squeezed in the hand and manipulated by the fingers, ostensibly to either help relieve stress and muscle tension

or to exercise the muscles of the hand. There are many types of stress balls. Many are a closed-cell polyurethane foam rubber. This type of stress ball is made by injecting the liquid components of the foam into a mold. The resulting chemical reaction creates carbon dioxide bubbles as a byproduct, which in turn creates the foam. Stress balls, especially those used in physical therapy, can also contain gel of different densities inside a rubber or cloth skin. Another type uses a thin rubber membrane surrounding a fine powder. The latter type can be made at home by filling a balloon with baking soda. Some balls similar to a foot bag are marketed and used as stress balls.

7) The *National Center for Complementary and Alternative Medicine (NCCAM)* defines the Alexander technique as an education/guidance system to "improve posture and movement, and to use muscles efficiently."The Alexander Technique denotes both the educational methods used by Alexander teachers and the individual bodily awareness methods taught. Students practice the technique to recognize and become free of habituated limitations in their manner of movement as well as for other benefits. The Technique is usually learned from an Alexander Teacher in one-to-one sessions using specialized hand contact and verbal instructions. While the technique is often seen as and classified with "bodywork" or massage techniques such as Shiatsu, Alexander teachers take pains to distinguish it from those practices. The technique involves the re-education of what Alexander called "The Use Of The Self": i.e. that it is a re-education of the student's reactions to internal and external stimuli, rather than something "done to" the student.

8) *Applied kinesiology* is a system that evaluates structural, chemical, and mental aspects of health using manual muscle testing alongside conventional diagnostic methods. The essential premise of applied kinesiology that is not shared by mainstream medical theory is that every organ dysfunction is accompanied by a weakness in a specific corresponding muscle, the viscerosomatic relationship. Treatment modalities relied upon by practitioners include joint manipulation and mobilization, myofascial, cranial and meridian therapies, clinical nutrition, and dietary counseling.

9) A *manual muscle test* in AK is conducted by having the patient resist using the target muscle or muscle group while the practitioner applies a force. A smooth response is sometimes referred to as a "strong muscle" and a response that was not appropriate is sometimes called a "weak response". This is not a raw test of strength, but rather a subjective evaluation of tension in the muscle and smoothness of response, taken to be indicative a difference in spindle cell response

during contraction. These differences in muscle response can be indicative of various stresses and imbalances in the body. A weak muscle test is equated to dysfunction and chemical or structural imbalance or mental stress, indicative of suboptimal functioning. It may be suboptimal functioning of the tested target muscle, or a normally optimally functioning muscle can be used as an indicator muscle for other physiological testing. A commonly known and very basic test is the arm-pull-down test, or "Delta test," where the patient resists as the practitioner exerts a downward force on an extended arm. Proper positioning is paramount to ensure that the muscle in question is isolated or positioned as the prime mover, minimizing interference from adjacent muscle groups.

10) *New Age music* is music of various styles intended to create artistic inspiration, relaxation, and optimism. It is used by listeners for yoga, massage, meditation, and reading as a method of stress management or to create a peaceful atmosphere in their home or other environments, and is often associated with environmentalism and New Age spirituality. The harmonies in New Age music are generally modal, consonant, or include a drone bass. The melodies are often repetitive, to create a hypnotic feeling, and sometimes recordings of nature sounds are used as an introduction to a track or throughout the piece. Pieces of up to thirty minutes are common. New Age music includes both electronic forms, frequently relying on sustained synth pads or long sequencer-based runs, and acoustic forms, featuring instruments such as flutes, piano, acoustic guitar and a wide variety of non-western acoustic instruments. In many cases, High-quality digitally sampled instruments are used instead of natural acoustic instruments. Vocal arrangements were initially rare in New Age music but as it has evolved vocals have become more common, especially vocals featuring Native American, Sanskrit, or Tibetan influenced chants, or lyrics based on mythology such as Celtic legends or the realm of Faerie.

## CONCLUSIONS

Stressors responsible for academic stress are mainly Time Management, Coping Mechanism, Behavioral dimensions, Academic performance linked to Intelligence, Relationships, and financial issues & red carpet dreams.

Stress management skills could positively influence academic behavior. Hence, it is quite Imperative for students to learn stress management skills so as to be able to cope with highly stressful academic environment. Academic Stress cannot be prevented, but there seem to be some interventions available that undergraduate and graduate students can acquire to help them

relieve some of the stress they may be experiencing. The genuine effort should be made by concerned authorities to provide adequate facilities such as lecture rooms, relaxation centers and secured social environment, so that stress can be reduced to barest minimum. There are a few things budding Managers can do to control the impact of academic stress on their life. Organize how to use time. Schedule assignment due dates, and begin work a week in advance, an adjustment that can accommodate technological malfunctions and breaks. Remain involved with activities and people you enjoy, including exercise, family and friends. Allow time to be completely unproductive, for this allows one to recharge and reduces stress. The Study reveals that there is a Marginal utility effect of the mental stress and academic performance on the Budding Managers. Thus, Various coping strategies for managing academic stress like keeping track of how to use the time effectively, elimination of the ways of wasting time and non critical events, the focus on importance of forward planning , the focus on importance on self organization, communication of problems with trusted people , frustration release through intense activities , prioritizing the important activities and regular exercise , meditation , relaxation and by support groups should be made a part in the curriculum. The System should be designed in such a way that it necessitates coping distress as the constantly changing cognitive and behavioral efforts to manage specific external or internal demands that are appraised as exceeding the resources of an individual.

**QUESTIONNAIRE RELATED TO ACADEMIC STRESS IN BUDDING MANAGERS**

**Objective**

The survey is being administered to find out the common stressors responsible for academic stress in the management students in the light of examining the relation between mental stress and academic performance. This survey helps in revealing the various coping strategies for effective management of stress.

**Instruction**

1. Please complete the entire questionnaire.
2. There is no right or wrong answers to these statements.

After reading each statement, please select the option, **WHICH MOST ACCURATELY REFLECTS YOUR OPINION** on the statement.

**Personal details**

Name of the student: .....

Name of college: .....

Class / Grade / Year: .....

E mail id (optional): .....

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**Kindly give the honest feedback which is best suited according to your knowledge and judgment**

Q.1 Do you think Present Education System generates alarming stress among students?

YES ( )            NO ( )

Q.2 Are you aware of the importance of managing academic stress in healthy manner?

YES ( )            NO ( )

Q.3 What Common Stress symptoms do you experience in the daily life due to increasing performance pressure?

- a) Fatigue ( )
- b) Sleep disorders ( )
- c) Eating disorders ( )
- d) Low concentration power ( )
- e) All of the above ( )

Q.4 Do you believe stress adversely effects your academic and social performance?

YES ( )            NO ( )

Q.5 What are the Common Causes of Stress (Critical Success Factors) you feel while at the campus?

- a) Course overload ( )
- b) Increasing competition ( )
- c) Test anxiety ( )
- d) Missing assignment deadline ( )
- e) High expectations from parents ( )
- f) All of the above ( )

Q.6 How frequently you manage to complete the scheduled assignments and projects given by teachers?

Very frequently ( )            Mostly ( )            Rarely ( )            Never ( )

Q.7 To what extent do you experience Negative stress while at the campus?

Always ( )            Occasionally ( )            Never ( )

Q.8 How much motivated you feel about to fulfill the curriculum target set by the teachers?

Highly motivated ( )            Motivated but exhausted ( )

Need help in motivation ( )

Feel difficult to be motivated ( )

Q.9 Do you experience any anxiety or nervous indigestion or any health problem due to academic stress?

YES ( ) NO ( )

Q.10 Does the present Management stream is selected by your own choice and interest?

YES ( ) NO ( )

Q.11 Tick

- a) Are you overburdened with the course and information ( )
- b) Having difficulty in concentration and remembering the contents ( )
- c) Confused about career and vocational options ( )
- d) Like to participate in academic enhancement programs ( )
- e) Motivated to attend the lectures regularly ( )

Q.12 What are common difficulties you face in college / Institute?

- a) I can't pay attention in class ( )
- b) I study but have trouble passing tests/ assignments ( )
- c) I don't understand lectures ( )
- d) I have overload of assignments/ unable to submit on time ( )
- e) All of the above ( )

Q.13 Do you get the expected grades / marks in examination?

Always ( ) Sometimes ( ) Never ( )

Q.14 Do you regularly take academic helps from Teachers and Lecturers, while contacting them after classes?

Regularly ( ) Sometimes ( ) Rarely ( )

Q.15 Are you a member of some study peer group of your college, friends to group study?

YES ( ) NO ( )

Q.16 Do you feel Stress management techniques could be effective like Autogenic training?  
(daily 15 minute practice of visualization for relaxation)

YES ( ) NO ( ) DON'T KNOW ( ).

Q.17 How many terms you are aware of? Tick

- a. Autogenic training

- b. Cognitive enhancer
- c. Stress Ball
- d. Alexander technique
- e. Kinesiology

Q.18 Which type of music you like to hear for relaxation and enjoyment?

- a) Classical ( )
- b) Pop ( )
- c) Rock ( )
- d) All of the above ( )

Q.19 What extracurricular activities you like the most?

- a) Outdoor games ( )
- b) Dancing ( )
- c) Skating ( )
- d) Swimming ( )

Q.20 Please give your suggestions

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**GLOSSARY****Analysis**

A psychology term for processes used to gain understanding of complex emotional or behavioral issues.

**Anxiety**

A feeling of apprehension and fear characterized by physical symptoms such as palpitations, sweating, and feelings of stress. Anxiety disorders are serious medical illnesses that affect approximately 19 million American adults. These disorders fill people's lives with overwhelming anxiety and fear. Unlike the relatively mild, brief anxiety caused by a stressful event such as a business presentation or a first date, anxiety disorders are chronic, relentless, and can grow progressively worse if not treated.

**Autogenic training**

Autogenic training is a method of reversing the fight-or-flight response by achieving a meditative state and becoming aware of specific body sensations with the goal of relaxation. As it reverses the stress response, it's been shown to be effective in relieving many stress-related conditions including tension and anxiety in the short term and chronic stress-related conditions like high blood pressure and irritable bowel syndrome in the long term.

**Coaching**

A one-to-one process between a manager and subordinate, whereby the former will 'train' the latter.

**Disease Management**

An information-based process involving the continuous improvement of care (prevention, treatment and management) throughout the delivery of health care. Effective disease management can mean decreased health care costs.

**Eustress**

This is the type of 'positive' stress that keeps us vital and excited about life. The excitements of a roller-coaster ride, a scary movie, or a fun challenge are all examples of eustress.

**Fatigue**

A condition characterized by a lessened capacity for work and reduced efficiency of accomplishment, usually accompanied by a feeling of weariness and tiredness. Fatigue can be acute and come on suddenly or chronic and persist.

**Insomnia**

The perception or complaint of inadequate or poor-quality sleep because of one or more of the following: difficulty falling asleep; waking up frequently during the night with difficulty returning to sleep; waking up too early in the morning; or unrefreshing sleep. Insomnia is not defined by the number of hours of sleep a person gets or how long it takes to fall asleep. Individuals vary normally in their need for, and their satisfaction with, sleep. Insomnia may cause problems during the day, such as tiredness, a lack of energy, difficulty concentrating, and irritability.

**Meditation**

A relaxation technique where the person attempts to clear all disturbing thoughts from his mind.

**Psychiatry**

The medical specialty concerned with the prevention, diagnosis, and treatment of mental illness.

**Physiological methods of stress management**

Techniques of coping with the negative effects of stress by changing the way our body respond to stress.

**Psychosomatic**

Relating to both the mind and the body or to the mind-body interrelationships. From the Greek words psych (emacr) meaning the organ of thought and judgment + somatikos meaning the body.

**Stress**

Forces from the outside world impinging on the individual. Stress is a normal part of life that can help us learn and grow. Conversely, stress can cause us significant problems.

**Stress response**

Psychological and physical changes in response to a stressor.

**Stressors**

Characteristics of the environment which cause stress.