A Study on Academic Stress among Students in Higher Education Institutions of Delhi NCR

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SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
AWARD OF THE DEGREE

OF
MASTER OF BUSINESS ADMINISTRATION

Submitted By

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DECLARATION

I, **GARAVANDALA UDAY SAI**, **2K21/DMBA/048**, student of Master of Business Administration, hereby declare that the project dissertation titled **"A Study on Academic Stress among Students in Higher Education Institutions of Delhi NCR"** which is submitted by me to the Delhi School of Management, Delhi Technological University, Delhi i partial fulfillment of the requirement for the award of the degree of Master of Business Administration, is original and not copied from any source without proper citation. This work has not previously formed the basis for the award of any Degree, Diploma Associateship, Fellowship or other similar title or recognition.

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CERTIFICATE

This is to certify that the Project Dissertation titled **"A Study on Academic Stress among Students in Higher Education Institutions of Delhi NCR"** which is submitted by **GARAVANDALA UDAY SAI**, **2K21/DMBA/48**, Delhi School of Management, Delhi Technological University, Delhi in partial fulfillment of the requirement for the award of the degree of Master of Business Administration, is a record of the project work carried out by the student under my supervision. To the best of my knowledge this work has not been submitted in part or full for any Degree or Diploma to this University or elsewhere.

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EXECUTIVE SUMMARY

Investigating academic stress among students at higher education institutions in Delhi NCR is the goal of this study. This will be accomplished through a cross-sectional survey method, with information being gathered from 140 students utilising a survey form sent via email and social media. Closed-ended questions on the survey form are rated on a Likert scale of 1–5, and 1–10, respectively, for items that are reliant on independent variables. The dependent variable is the overall level of academic stress that students experience, while the independent factors are the sources of academic pressure (B1), workload perceptions (B2), academic self-perceptions (B3), and time restrictions (B4).

As shown by beta coefficient values of 0.415 and 0.189, respectively, and p-values of .001 and 0.037, the study's findings indicate that there is a significant positive correlation between pressure to perform and perceptions of workload and overall academic stress. This demonstrates the relationship between rising academic stress and perceived workload and performance pressure. Academic self-perceptions, time restrictions, and overall academic stress do not, however, appear to be significantly related. Due to this, the overall levels of academic stress among students were not significantly impacted by changes in academic self-perceptions and time limitations.

The study seeks to determine if gender, age, and educational level influence students' levels of academic stress. The Two-Way ANOVA study findings show a modest relationship between these independent factors and the dependent variable (academic stress) in the sample. However, the impact size is tiny, indicating that these independent factors account for just a small amount of the variation in academic stress.

Nonetheless, it is critical to recognise the study's shortcomings. The sample size, for example, is tiny, and the findings cannot be generalised to the total population. Furthermore, the research is being undertaken in a specific geographical region, and the findings may not be applicable to other places. Furthermore, because this is a cross-sectional study, a causal link between the causes of academic stress and the degree of academic stress experienced by students cannot be established.

In conclusion, this study gives significant insights into the origins of academic stress faced by students enrolled in higher education institutions in Delhi NCR. According to the findings of the study, pressure to succeed and perceptions of workload greatly contribute to academic stress, which can have a negative impact on students' academic performance and well-being. These findings have important significance for educators and policymakers in higher education institutions, who may utilise them to develop effective measures for managing academic stress and promoting student achievement.

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CHAPTER 01
INTRODUCTION

"This introduction chapter acts as a preamble to the main objective of this MBA Dissertation, which is to investigate and assess the academic stress faced by students enrolled in Higher Education institutions in Delhi NCR. The chapter sets the scenario to consider this issue of academic stress among students at higher education institutions in Delhi NCR by providing a thorough summary of the study's scope, purpose, and structure."

1.1 Background

According to Selye (1974), stress is the body's non-specific answer's to any coercion imposed on it. Because of its negative implications, the study of stress has become a prominent topic of interest for both scholars and the general public. Because stress has been shown to have detrimental effects, it has received a great deal of attention in recent years, making it a highly important area for future research. Its implications have received much attention in psychology publications, personal health textbooks, and self-help books.

The expenditures borne by society as a result of stress are enormous, including medical expenses (Hoiberg, 1982), absenteeism (Searnonds, 1982), occupational injuries (Selzer, 1968), and human suffering (La Rosa & Aiska, 1981). Stress has been linked to a variety of health conditions, including cardiovascular illness, gastrointestinal disorders, muscular difficulties, allergic responses, and decreased productivity (Bruess & Tevis, 1985). According to Wynder (1981), between 50% and 75% of patients seeking treatment from stress-related symptoms see medical practitioners. Furthermore, the President's Commission on Mental Health discovered that one in every four people had significant emotional stress without having a medical illness (Wynder, 1981).

According to Seyle (1974), stressors, which are events that evoke stress reactions, are classified based on their source. Physical, psychological, and psychosocial occurrences were defined as stressors by Payne and Hahn (1986). Physical stimuli that might impact behaviour include temperature, illumination, and noise. According to Ellis (1971), psychological stresses are illogical interpretations of events that

result in emotional repercussions. As defined by Kahn et al. (1964), psychosocial stressors are interpersonal encounters that influence behaviour.

Although techniques such as biofeedback (Blanchard & Epstein, 1978), progressive muscle relaxation (Kohn, 1981), time management (MacKenzie, 1975), diet (Cooper, 1977), and exercise (Page, 1977) have been shown to be effective in reducing stress, the first step in treating any dysfunction is identifying the symptoms and their causes (Korchin, 1976).

Several stressor inventories have been created. The Social Readjustment Rating Scale developed by Holmes and Rahe (1967) is a commonly used personal evaluation instrument that identifies important life events such as marriage, divorce, or the loss of a spouse that may have a detrimental influence on an individual's health and general well-being. Other measures evaluate personal health behaviours such dietary habits, exercise, and religious views (Girdano & Everly, 1979).

Academic stress is a critical aspect that requires consideration, particularly in college settings where students spend a significant amount of time engaged in academic endeavours. Despite substantial studies on the social and lifestyle pressures encountered by this demographic, academic stress has not received the same degree of attention. As a result, it is critical to identify "occupational events" that students may experience during their academic careers that might create stress. As a result, Hudd et al. (1984) sought to identify such situations, assess their stressfulness, and design a scale to assess academic stress levels in college students.

Students who are in academic settings like college, or university may experience academic stress. Countless factors, including the need to meet deadlines, the fear of failing, and peer competition, can cause it. Academic stress is frequently brought on by the pressure to get high scores, the fear of falling short of expectations, and the fear of failing. According to the American Psychological Association (2018), social pressures, financial obligations, and achievement expectations can all cause stress among students. In higher education institutions in India, academic stress is becoming a bigger problem for students. Indian higher education is very rigorous and competitive, and students may feel a lot of pressure to succeed.

This pressure can result in academic stress, which can have negative effects on the body, the mind, and conduct. Stress may lead to physical health problems including headaches, tiredness, and insomnia as well as poorer grades, lack of attention, and impaired decision-making.

Universities and colleges must establish a friendly environment that satisfies student needs in order to effectively handle this issue. This might be achieved by making counselling and mental health services more accessible, raising awareness of these issues and the resources that are available, and giving students more opportunities to unwind and engage in leisure activities. Colleges may also create rules and processes to ensure the academic achievement of every student, such as flexible course schedules, the creation of tutoring and mentoring programmes, and the provision of additional help for students who are struggling academically. Finally, institutions may implement policies that promote collaboration, honest communication, and respect for individual talents in an effort to lessen the strain of competition.

A critical and worrying issue is India's growing student suicide rate. Numerous research have focused on the root reasons of student suicides in India. According to a 2012 Lancet research ("India has the Highest Suicide Rate", n.d.), India has the highest suicide rate in the world for those aged 15 to 29. Additionally, according to the National Crime Records Bureau (NCRB), 1.8% of student suicides were brought on by failing exams, and there was an 80% spike in student suicides over the course of a year (Saha, 2017).

Rising student suicide rates in India are a significant and concerning issue. Numerous research have been conducted to investigate the core reasons of student suicides in India. According to a Lancet analysis from 2012, the age range of 15-29 in India has the world's highest suicide rate ("India has the Highest Suicide Rate", n.d.). Furthermore, the National Crime Records Bureau (NCRB) claimed that failed exams were responsible for 1.8% of student suicides and that there was an 80% spike in student suicides over a one-year period (Saha, 2017).

Furthermore, it has been stated that the pressure placed on kids to excel academically can be so great that it has resulted in a five-fold rise in suicide attempts (Busari, 2012).The body of research on this

topic indicates that the impacts of academic stress on students' mental health and well-being should not be neglected.

The rising frequency of mental health illnesses among Indian students is extensively established in the literature. According to a 2019 survey done by the National Institute of Mental Health and Neurosciences (NIMHANS), over 30% of Indian students suffer from some sort of mental health issue (NIMHANS, 2019). The Indian Council of Medical Research (ICMR) performed a research in 2017 that indicated that 20% of Indian students suffer from depression (ICMR, 2017). This was followed by another study in 2018, which discovered that 40% of Indian students suffer from anxiety (ICMR, 2018). A more recent study in 2020 found that 60% of Indian students experience psychological distress. Subsequent research in 2019 found that 50% of Indian students experience stress (ICMR, 2019) (ICMR, 2020).

A National Commission for the Protection of Child Rights study found that almost 60% of Indian pupils experience stress of some kind. According to the report, academic pressure, peer pressure, and family expectations are the three main causes of stress among students.

Overall, it is clear that Indian students are under more stress. Since stress may negatively impact students' physical and emotional health, reducing stress among them is crucial. Parents, educators, and other interested parties must thus take the necessary actions to solve this problem. This might entail providing children with support and stress management skills, as well as improving the tolerance and understanding of schools and homes.

It's essential to detect the symptoms of academic stress and take action to lessen it. Good stress-management techniques include talking to professors and coworkers, taking breaks from studying, and engaging in regular physical activity. Additionally, getting adequate sleep, eating nutritious meals, and practising relaxation techniques such as deep breathing or mindfulness are all crucial. It is equally critical for students who are facing academic stress to be aware of the options accessible to them. Most colleges provide counselling and mental health services, and there are several internet options.

Talking to a trustworthy friend or family member can also assist to relieve tension. To summarise, academic stress can be a considerable problem, but it is critical to recognise its signs and adopt suitable methods to reduce it. Students can achieve their educational goals by skillfully balancing their academic endeavours with their emotional and physical well-being.

1.2 Research Questions

1. How does pressure to perform affect academic stress among students?
2. How does perceptions of workload affect academic stress among students?
3. How does academic self-perceptions affect academic stress among students?
4. How does time restraints affect academic stress among students?

1.3 Research Objective of the Study

The aim is to explore the factors associated with academic stress among students in higher education institutions of Delhi NCR.

1.4 Scope of the Study

1. The purpose of "A Study on Academic Stress among Students in Higher Education Institutions of Delhi NCR" is to explore the sources of academic stress experienced by students in higher education institutions in Delhi NCR.
2. The purpose of this research is to identify the key sources of academic stress and the elements that contribute to its severity among students.
3. The study expect to look into if there are any variation in the degree of academic stress experienced by students based on their gender, age, and educational level.
4. The sample size of 149 students from the Delhi NCR region curb's the study contribution to the current expertness on academic stress among students in higher education institutions in Delhi NCR.

CHAPTER 02
REVIEW LITERATURE

"The present research on the academic stress that students in higher education institutions encounter is given a thorough summary in this chapter. The review discusses many elements that lead to academic stress, such as performance pressure, workload perceptions, academic self-perceptions, and time limits. It draws on a variety of sources, including academic publications, books, and internet resources, to support the justification for the current study. The evaluation emphasises the need for more research on academic stress among students in higher education institutions in the Delhi NCR."

Over the last several decades, the literature on workplace stress has increased dramatically, with academics investigating a wide range of causes and repercussions linked with this phenomenon. Academic stress is the physiological and emotional response of the body to academic demands that surpass a student's ability to cope (Wilks & Spivey, 2010). While some academic stress is acceptable, prolonged high levels of academic stress can cause increased anxiety, sleep difficulties (Zunhammer et al., 2014), depressive symptoms (Jayanthi et al., 2015), and poor academic performance (Waqas et al., 2015).

Academic stress is seen as a substantial impediment to academic development (American College Health Association, 2006). Although various research have explored anxiety and stress among Saudi health profession students during the COVID-19 pandemic, few have used specialised measures to quantify distinct academic stressors (Alsulami et al., 2018) and analyse the influence of COVID-19 on academic stressors.

Coleman (1976) famously described the contemporary period as one of worry and tension owing to the rising complexity of socioeconomic, political, and cultural developments. Pestonjee et al. (1999) and Robbins (2003) investigated the impacts of organisational stress, such as longer working hours, heavier workloads, multitasking, and job insecurity. Overall, it looks that stress will continue to rise over time, emphasising the need of understanding its sources and implications, as well as developing appropriate coping mechanisms.

Stress is extensive and diverse, covering areas such as psychology, sociology, medicine, and economics. Selye (1976) was among the first to define stress as a reaction to external events, while Fontana (1989) subsequently defined it as a strain imposed on the adaptive capacity of the body and mind. It is well known that when experienced at ideal levels, stress may have a positive influence on performance and success. When stress is not controlled, it may have a negative impact on the individual, including hyper-irritability, sleep disruptions, and a variety of physical and psychological disorders (Hafner, 1968; Strange & Brown, 1970; Cooper & Marshall, 1976; Wolfe, 1986; Cooper & Cartwright, 1994). Studies showing a link between stress and financial worries have also revealed economic implications (Pareek, 1997).

Concern should be expressed over the rising incidence of exam anxiety among university students. According to research, 10-35% of college students have functionally impaired levels of test anxiety (Chapell et al., 2005; Naveh-Benjamin et al., 1997). According to the German Student Union's Social Survey (Neuderth et al., 2009), 15-20% of students have "modest" to "high" impairment in their functioning as a result of test nervousness. The findings suggest that many students experience increased stress during test and exam times, perhaps leading to anxiety and other symptoms. As a result, it is critical to identify the causes of exam anxiety and devise methods to mitigate its influence.

According to Schaefer et al. (2007), students with exam anxiety are more likely to encounter delays and drop out from university, which is connected with mental morbidity and substantial economic expenses. Pohlmann et al. (2005) observed that 10% of dentistry students suffered significant emotional tiredness, 17% felt a severe loss of achievement, and 28% shown evidence of depersonalization. Baste and Gadkari (2014) discovered that academic issues were the most common source of stress among students, followed by physical, social, and emotional stresses. Sohail (2013) indicated that greater levels of stress are connected with inferior academic performance. According to the literature, test anxiety is associated with scholastic difficulties such as delays and dropouts, as well as other mental health issues such as depression and poor self-esteem.

Several studies have found three key characteristics that lead to test anxiety among students during exam periods: high academic demands, insufficient physical exercise, and extended exam durations.

According to Hashmat et al. (2008), the most often cited reasons of test anxiety among final medical students were excessive course loads (90.8%), a lack of physical activity (90%), and extended exam duration (77.5%).According to the findings of the survey, the majority of students had a poor knowledge of how to manage exam-related stress and anxiety. These findings show that, in order to minimise test anxiety among students, suitable resources, such as physical activity and instruction on exam-taking and anxiety-reduction approaches, should be prioritised.

Females, younger students, those without a previous higher education qualification, and those who are dissatisfied with their decision to study dentistry are all more likely to report higher levels of perceived stress, according to Acharya (2003), Pau et al. (2007), and Polychronopoulou and Divaris (2005). Men reported higher stress overall than women, according to Morse and Dravo (2007) and Pau et al. (2007); however, Saxena et al. (2014) and Tangade et al. (2011), females had more stress in the interpersonal area than males. According to the research, the association between perceived stress, gender, and sociodemographic characteristics is complicated.

The incidence of stress among medical students has been widely reported in several cultures (Al-Omari, 2005; Naidu et al., 2002; Pohlmann et al., 2005; Rajab, 2001; Shah et al., 2010; Tuisuva and Morse, 2003). According to recent research, more than half of medical students experience depression, and more than two-thirds experience anxiety and stress (Iqbal et al., 2015; Kumar et al., 2014). Furthermore, female medical students consistently reported greater levels of stress than their male counterparts (Iqbal et al., 2015; Kumar et al., 2014).

Furlong et al. (2005) found that students are more anxious during the OSCE than during written assessments. Excessive schoolwork, packed classrooms, faculty strikes, and a lack of laboratory equipment were highlighted as sources of stress by Omigbodun et al. (2006) and Polychronopoulou and Divaris (2005).

Furthermore, Acharya (2003) indicated that fear of course failure, uncertainty about the future, clinical training challenges, and work overload were among the recognised sources of stress among dentistry students. According to Bedewy and Gabriel (2013), excessive cognitive, physical, and emotional reactions accounted for 16.2% of the variation in Examination Anxiety Scale answers. According to a

self-administered survey, test anxiety was favourably connected with students' views of course load and negatively related to their ability to manage time with course work among pharmacology students (n = 198).

Morse and Dravo (2007) used a modified version of the Dental Environment Stress questionnaire (41 questions) to examine stress levels among undergraduate students (n=115). The findings of the study revealed that "students experienced mild to moderate stress, with female students reporting higher levels of stress in relation to factors such as having a busy schedule, receiving criticism from clinical supervisors in front of patients, workload, the possibility of failing a course or year, exams and grades, financial constraints, apprehension about post-graduation employment prospects, and dealing with parents after a failure Dravo and Morse (2007)".

Conceptual Framework of proposed Research

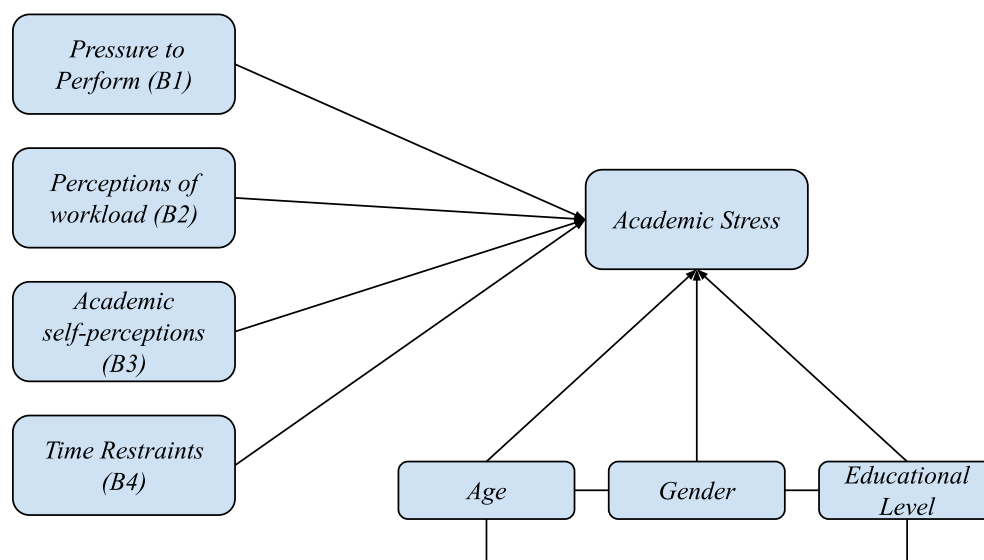*Figure 2.1: Conceptual framework of the proposed research*

2.1 Pressure to perform affect on Academic Stress

Academic stress is a typical experience for college and university students, and it is frequently associated with academic expectations and performance pressure. Academic stress has been linked to undesirable effects such as anxiety, sadness, and burnout, according to research (Levecque et al.,

2017). The expectations put on higher education students might differ depending on criteria such as gender, race, and socioeconomic background. For example, research has revealed that female and minority students may feel higher levels of stress as a result of academic expectations and performance pressure (Fischer and Hartmann, 2020). According to research, support programmes such as orientation events, peer mentorship, and academic coaching can help students manage stress and acclimatise to the responsibilities of college or university (Jimenez et al., 2021).

Technical issues, a lack of social support, and an increase in workload have all been included as new stresses for higher education students as a result of online learning and the COVID-19 pandemic. According to research, course delivery flexibility, good communication from instructors, and social support can all assist students manage stress associated with online learning (Jeong and Cho, 2021). Mindfulness therapies, cognitive-behavioral therapy, and other coping methods can be useful in lowering academic stress in college students. However, research indicates that students may be hesitant to seek treatment for mental health issues, emphasising the significance of decreasing stigma and offering accessible mental health services on campus (Poth et al., 2021). Overall, the evidence indicates that academic expectations-related stress is a serious concern for higher education students.

2.2 Perceptions of workload affect on Academic Stress

Homework and exams are typical sources of stress for higher education students, particularly in competitive academic contexts. Academic stress has been linked to detrimental mental health effects such as anxiety, sadness, and burnout, according to research (Cheng and Furnham, 2019). High-stakes exams, such as midterms and finals, can be very stressful for students. According to research, perceived stress associated to exams can have a poor influence on academic performance and may lead to academic dishonesty (Zhang et al., 2020). Homework load and obligations can also lead to stress among higher education students. Excessive homework load has been linked to sleep deprivation and other undesirable results such as physical and mental tiredness (Aragonés et al., 2021).

Perfectionism and self-criticism have been recognised as characteristics that lead to homework and test stress in college students. According to research, students who are very self-critical may be more stressed about their academic achievement (Flett et al., 2021). Tutoring and study groups can also assist students manage stress and enhance academic achievement (Pintrich and De Groot, 2019). Overall, the

data indicates that homework and test stress is a substantial issue for higher education students, and that a variety of variables might contribute to this stress.

2.3 Academic self-perceptions affect on Academic Stress

Academic self-perceptions, which include attitudes about one's own academic talents and self-confidence, have been proven in research to be major predictors of academic accomplishment and success among students in higher education. Negative academic self-perceptions, on the other hand, might contribute to worry and anxiety over academic achievement (Usher and Pajares, 2019). Gender and cultural differences can have an influence on students' academic self-perceptions and stress connected to academic achievement. Female and minority students, for example, had lower levels of academic self-efficacy and greater levels of stress connected to academic achievement, according to study (Wang et al., 2017).

Negative comments and criticism from instructors can also have an influence on students' academic self-perceptions and lead to academic performance stress. According to research, positive and helpful comments might improve students' academic self-perceptions and reduce stress connected to academic performance (Vansteenkiste et al., 2021). Social comparisons and rivalry with classmates can also have an influence on students' academic self-perceptions and lead to academic performance stress. According to research, fostering a collaborative and supportive learning environment might improve students' academic self-perceptions and minimise stress associated with academic performance (Rosário et al., 2017).

Goal-setting, self-reflection, and academic self-evaluation can all help students improve their academic self-perceptions and reduce stress connected to academic performance. Mentorship and academic support programmes can also assist students in developing good academic self-perceptions and reducing stress connected to academic achievement (Allen et al., 2018). Overall, the data demonstrates that students' academic self-perceptions are major determinants of academic accomplishment and success, and that poor academic self-perceptions can contribute to academic performance-related stress. There are, however, effective treatments and support programmes available to assist students in developing positive academic self-perceptions and reducing stress associated with academic achievement.

2.4 Time restraints affect on Academic Stress

When students are given a set amount of time to complete assignments, projects, or tests, they may feel under pressure to accomplish them successfully. This strain can exacerbate emotions of stress, worry, and overload. Time restrictions can be especially onerous when other classes, extracurricular activities, or personal commitments compete for a student's attention. When a student has too much to accomplish and not enough time to complete it, they may experience increased stress and difficulties focusing on their academic work.Additionally, time constraints could affect the calibre of a student's work.

Students may not have enough time to fully understand the material or produce their best work when they are pressured for time to finish tasks or study for tests. Students may experience dissatisfaction and discouragement as a result, which can make academic stress worse. In order to lessen academic stress, students must learn how to effectively manage their time. Dealing with the academic stress brought on by time constraints can also be helped by asking teachers, counsellors, or other resources for assistance.

CHAPTER 03
RESEARCH METHODOLOGY

"The outcome of this chapter is to discuss the technique used in the current study, which intends to investigate the effects of academic stress on students enrolled in higher education programmes in Delhi and the National Capital Region. This chapter covers the study's research methodology, sampling method, data collecting, ethical issues, and data processing techniques and tools. Generally speaking, the chapter bestow a full description of the research methodology used in the study, allowing the reader to comprehend the study's design, data gathering, and analytical methodologies."

Finding out how much academic stress young students at higher education institutions in Delhi NCR are experiencing is the goal of this study. The study approach includes the use of a survey questionnaire to gather data, as well as the use of statistical techniques such as Descriptive Analysis, Multiple Linear Regression, and Two Way Anova to analyse the data with the use of SPSS software.

3.1 Research Design

This study used a cross-sectional survey to assess the academic stress levels of students at higher education institutions in Delhi NCR. The survey form is made up of closed-ended questions built with the Likert scale in mind. The Likert scale employs a numerical scale ranging from 1 to 5 for four (4) independent variable variables and 1 to 10 for one (1) dependent variable. Pressure to perform (B1), workload perceptions (B2), academic self-perceptions (B3), and time constraints (B4) are the independent factors for this study. The customer's belief in the success of Digital Rupee is the dependent variable. The survey findings will be used to estimate the academic stress levels of students in Delhi NCR higher education institutes.

3.2 Sampling

This study's sample size is 139 students from higher education institutes in Delhi NCR. A convenience sampling strategy is used to pick the sample. Students are sent the survey form via email and social media sites. The sample's inclusion requirements are that students must be actively enrolled at a higher education institution in Delhi NCR.

3.3 Data Collection

A survey form created with the Google Form platform is used to collect data. The survey form is sent to students at Delhi NCR's higher education institutions. The survey form only contains closed-ended questions. The survey form is intended to take about 15 minutes to complete.

3.4 Data Analysis

The SPSS programme is used for data analysis. Descriptive analysis is used to analyse the data acquired through closed-ended questions. Multiple Linear Regression analysis is performed to find the elements that have a substantial influence on students in Delhi NCR higher education institutes. Based on the student's gender, age, and level of education, a two-way Anova analysis is performed to evaluate the variances in academic stress levels of students in higher educational institutes in Delhi NCR.

3.5 Ethical Considerations

Ethical issues are addressed throughout the study process. The survey form is designed to safeguard participants' privacy and anonymity. Participants provide informed consent before to participation in the survey. The study is carried out in conformity with ethical guidelines.

3.6 Limitations

There are several constraints to the research that should be considered. Because the sample size is small, the findings cannot be generalised to the full population. Furthermore, the research was done in a specific geographical location, and the findings may not be relevant to other places. This suggests that the findings are limited to the location in which the study was performed and cannot be generalised to the general population. As a result, when attempting to extend the findings to a wider population, care should be exercised.

CHAPTER 04
ANALYSIS, DISCUSSION AND RECOMMENDATION

"The outcomes of the study on academic stress among students in Delhi NCR higher education institutions are reported in this chapter. Descriptive statistics are provided, followed by inferential statistics such as regression analysis and Univariate Analysis of Variance (Two-way ANOVA) to investigate the relationship between academic stress and its sources, such as performance pressure, workload perceptions, academic self-perceptions, and time constraints. The chapter concludes by offering prospective study paths for future investigations of academic stress among students in higher education institutions in Delhi NCR."

4.1 Multiple Regression Analysis

The primary goal of this study was to investigate the relationship between several characteristics linked with academic stress among university students. We looked specifically at how academic stress is influenced by pressure to succeed, workload perceptions, academic self-perceptions, and time constraints.

Hypothesis Development

(H0): *There is no statistically significant association between the independent factor "Pressure to Perform" and the dependent variable "Academic stress".*

(H1): *There is a significant relationship between pressure to perform and academic stress.*

(H0): *There is no statistically significant association between the independent factor "perceptions of workload" and the dependent variable "Academic stress".*

(H2): *There is a significant relationship between perceptions of workload and academic stress.*

(H0): *There is no statistically significant association between the independent factor "academic self-perceptions" and the dependent variable "Academic stress".*

(H3): There is a significant relationship between academic self-perceptions and academic stress.

(H0): There is no statistically significant association between the independent factor "time restraints" and the dependent variable "Academic stress".

(H4): There is a significant relationship between time restraints and academic stress.

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.552[a]	.305	.284	1.691

a. Predictors: (Constant), B4, B3, B2, B1
b. Dependent Variable: A19

Table 4.1.1:Model Summary

The regression analysis demonstrated a somewhat good link between the predictor and outcome variables, as evidenced by the correlation coefficient (R) of .552. According to the coefficient of determination (R Square), the predictor variable accounts for approximately 30.5% of the variability in the outcome variable. The Adjusted R Square score of .284 indicates that the model is not overfitting the data. Furthermore, the Standard Error of the Estimate value of 1.691 reveals the average distance between the observed data points and the regression line.

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	169.536	4	42.384	14.816	<.001[b]
	Residual	386.206	135	2.861		
	Total	555.743	139			

a. Dependent Variable: A19
b. Predictors: (Constant), B4, B3, B2, B1

Table 4.1.2: ANOVA

The ANOVA results show that the H1 regression model is significant, with a p-value of.001 and a F value of 14.816. This indicates that the dependent variable and at least one of the independent variables have a meaningful connection.

Coefficientsª

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.031	1.181		1.720	.088
	B1	1.168	.264	.415	4.427	<.001
	B2	.519	.246	.189	2.108	.037
	B3	-.175	.242	-.054	-.725	.470
	B4	-.025	.270	-.008	-.093	.926

a. Dependent Variable: A19

Table 4.1.3: Coefficients

4.1.1 Pressure to perform (B1)

The study sought to determine if performance pressure had a substantial impact on overall academic stress in pupils. To test hypothesis H1, the predictive variable pressure to perform was regressed on the dependent variable total academic stress. The results showed that performance pressure has a substantial positive link with academic stress (b = 1.168, p.001), as demonstrated by the considerable F-value of 14.816 and p-value of.001. The R^2 value of.305 indicates that the model explains 30.5% of the variation in academic stress. These data show that academic stress is exacerbated by pressure to perform.

4.1.2 Perceptions of workload (B2)

In this study, hypothesis H2 was investigated to determine the influence of workload perceptions on total academic stress. The regression analysis results show that perceptions of workload strongly predicted overall academic stress, with a statistically significant F value of 4.135 and a p-value of.037. It may be concluded as a consequence that perceptions of workload significantly contribute to overall academic stress (b =.519, p =.037). The results show a positive correlation between workload

perceptions and academic stress. The R2 value of.305 further implies that the model accounts for 30.5% of the variation in academic stress.

4.1.3 Academic Self-Perceptions (B3)

To ascertain how academic self-perceptions among college students affect overall academic stress, hypothesis H3 was investigated in the study. Academic self-perceptions did not significantly predict overall academic stress, according to the regression analysis, which had a non-significant F value and p-value of.470 and.470 respectively. According to this data (b = -.175, p =.470), academic self-perceptions may not significantly affect overall academic stress. The results indicate that there is no conclusive link between academic stress and one's impression of one's own abilities. In addition, the R2 value of.305 indicates that the model accounts for 30.5% of the variation in academic stress.

4.1.4 Time Restraints (B4)

The study's goal was to see if time constraints had any effect on overall academic stress. To test hypothesis H4, the regression analysis involves regressing the predictive variable, time constraints, on the dependent variable, overall academic stress. As evidenced by the non-significant F value of 0.107 and p-value of.926 (b = -0.025, p =.926), time constraints did not substantially predict total academic stress. As a result, the data show that time constraints may not have a major impact on total academic stress. Furthermore, the R2 value of.305 suggests that the model accounts for 30.5% of the variation in academic stress.

4.2 Univariate Analysis of Variance (Two-way ANOVA)
4.2.1 Educational Level and Age group Two Way ANOVA analysis

(H0): There is no significant relationship between a student's educational level and age in combination, and their level of academic stress.

(HA): There is a significant relationship between a student's educational level and age in combination, and their level of academic stress.

The table displays the between-subjects variables for a research. There are two components, D2 and D1, which represent educational level and age group, respectively. D2 levels are Ph.D., postgraduate,

and undergraduate, having 2, 95, and 43 participants, respectively. D1 levels are 18-20, 21-23, 24-26, and 27 and above, with 18, 93, 20, and 9 participants, respectively.

Between-Subjects Factors

		N
D2	Ph.D	2
	Post Graduate	95
	Under Graduate	43
D1	18 - 20	18
	21 - 23	93
	24-26	20
	27- Above	9

Table 4.2.1: Distribution of Factors

The table shows the descriptive data for the Academic stress (A19) levelled by D2 (educational degree) and D1 (age group). For each combination of D2 and D1, the mean and standard deviation of A19, as well as the sample size (N), are presented.

Descriptive Statistics

Dependent Variable: A19

D2	D1	Mean	Std. Deviation	N
Ph.D	21 - 23	10.00	.	1
	27- Above	9.00	.	1
	Total	9.50	.707	2
Post Graduate	21 - 23	6.93	1.980	69
	24-26	7.00	2.425	18
	27- Above	5.63	1.847	8
	Total	6.83	2.071	95
Under Graduate	18 - 20	6.94	1.893	18
	21 - 23	7.78	1.678	23
	24-26	7.00	.000	2
	Total	7.40	1.761	43
Total	18 - 20	6.94	1.893	18
	21 - 23	7.17	1.948	93
	24-26	7.00	2.294	20
	27- Above	6.00	2.062	9
	Total	7.04	2.000	140

Table 4.2.2: Descriptive Statistics of Factors

The table below shows the results of a between-subjects study that looks at how educational level (D2) and age (D1) impact academic stress (A19). Academic stress was the study's dependent variable, and the sample size was 140 persons.

Tests of Between-Subjects Effects

Dependent Variable: A19

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	42.373[a]	7	6.053	1.556	.154
Intercept	1049.119	1	1049.119	269.754	<.001
D2	18.272	2	9.136	2.349	.099
D1	5.179	3	1.726	.444	.722
D2 * D1	1.240	2	.620	.159	.853
Error	513.370	132	3.889		
Total	7500.000	140			
Corrected Total	555.743	139			

a. R Squared = .076 (Adjusted R Squared = .027)

Table 4.2.3: Effects of educational level (D2) and age(D1) on academic stress (A19) -Two Way ANOVA Test

The results of a study on the impact of age (D1) and educational level (D2) on academic stress (A19) in a sample of 140 people are presented in the table below. The dependent variable in the study was academic stress, and the corrected model section of the table shows that the model was statistically significant ($F_{(7, 132)}$ = 1.556, p = 0.154), demonstrating that there was a relationship in the sample between the independent variables (educational level and age). Nonetheless, the impact size was rather moderate, as demonstrated by the R-squared value of 0.076 and modified R-squared value of 0.027, implying that the independent factors could explain for only 7.6% of the variation in academic stress.

The study found that the intercept was significant ($F_{(1, 132)}$ = 269.754, p 0.001), showing a substantial difference in academic stress levels between the individuals. The main impact of educational level was marginally significant ($F_{(2, 132)}$ = 2.349, p = 0.099), indicating that people with greater levels of education have lower levels of academic stress. However, age had no effect on academic stress ($F_{(3, 132)}$ = 0.444, p = 0.722).

Furthermore, the interaction between educational level and age did not achieve statistical significance (F(2, 132) = 0.159, p = 0.853), showing that the influence of educational level on academic stress did not differ substantially across age groups. In summary, the findings imply that, while educational level may have a little influence on academic stress, age and the interplay between educational level and age do not appear to have a substantial effect on academic stress.

4.2.2 Age group and Gender factor Two Way ANOVA analysis

(H0): There is no significant relationship between a student's age and gender in combination, and their level of academic stress.

(HA): There is a significant relationship between a student's age and gender in combination, and their level of academic stress

The table displays the between-subjects factors of a study, which consist of two factors, D1 and D3, representing age and gender, respectively. The age factor (D1) has four levels: 18-20, 21-23, 24-26, and 27 and above. The sample consists of 18, 93, 20, and 9 participants in each age group, respectively, indicating a relatively large number of young participants aged between 21-23. The gender factor (D3) has three levels: Female, Male, and Prefer not to say / Others, with 59 and 80 participants identifying as female and male, respectively, and only one participant choosing to identify as "Prefer not to say" or "Others."

Between-Subjects Factors

		N
D1	18 - 20	18
	21 - 23	93
	24-26	20
	27- Above	9
D3	Female	59
	Male	80
	Prefer not to say / Others	1

Table 4.2.4: Distribution of Factors

The table shows the descriptive data for the A academic stress (A19), split down by D3 (Gender) and D1 (age group) levels. For each combination of D3 and D1, the mean and standard deviation of A19 are supplied, as well as the sample size (N).

Descriptive Statistics

Dependent Variable: A19

D1	D3	Mean	Std. Deviation	N
18 - 20	Female	7.00	4.243	2
	Male	6.94	1.692	16
	Total	6.94	1.893	18
21 - 23	Female	7.32	1.866	47
	Male	7.07	2.038	45
	Prefer not to say / Others	5.00	.	1
	Total	7.17	1.948	93
24-26	Female	8.14	1.773	7
	Male	6.38	2.364	13
	Total	7.00	2.294	20
27- Above	Female	4.00	1.000	3
	Male	7.00	1.673	6
	Total	6.00	2.062	9
Total	Female	7.24	2.020	59
	Male	6.93	1.986	80
	Prefer not to say / Others	5.00	.	1
	Total	7.04	2.000	140

Table 4.2.5: Descriptive Statistics of Factors

The table below shows the results of a between-subjects study on the effect of age (D1) and gender (D3) on academic stress (A19). Academic stress (A19) is the study's dependent variable, and the sample size of the study is 139 persons.

Tests of Between-Subjects Effects

Dependent Variable: A19

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	49.859[a]	8	6.232	1.614	.127
Intercept	612.278	1	612.278	158.551	<.001
D1	21.845	3	7.282	1.886	.135
D3	5.404	2	2.702	.700	.499
D1 * D3	31.538	3	10.513	2.722	.047
Error	505.884	131	3.862		
Total	7500.000	140			
Corrected Total	555.743	139			

a. R Squared = .090 (Adjusted R Squared = .034)

Table 4.2.6: Effects of Age (D1) and Gender (D3) on academic stress (A19) -Two Way ANOVA Test

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The information in the table below comes from a research that looked at how gender (D3) and age (D1) affected academic stress (A19). Academic stress was the study's dependent variable, and its sample size was 139 people. The model was only weakly correlated with the independent variables (age and gender) and the dependent variable (academic stress) within the sample, as mentioned in the revised model section ($F(8, 131) = 1.614$, $p = 0.127$). The effect size was relatively tiny, with an R-squared value of 0.090 and an adjusted R-squared value of 0.034, indicating that the independent variables only explained 9.0% of the variation in academic stress.

According to the study's uncovering, there is a significant difference in each participant's degree of academic stress, as indicated by the significant intercept ($F(1, 131) = 158.551$, p 0.001). The main effect of age was not statistically significant, but it was marginally significant ($F(3, 131) = 1.886$, $p = 0.135$), recommending that older people were more likely to acquaintance with academic stress. On the other hand, the non-significant main effect ($F(2, 131) = 0.700$, $p = 0.499$) showed that gender had no impact on academic stress.

However, the study discovered a statistically significant interaction between age and gender ($F(3, 131) = 2.722$, $p = 0.047$), suggesting that the link between age and academic stress differed by gender. As a result, additional investigation of this interaction effect may be required to acquire a complete understanding of this link. In summary, the findings imply that age may have a slight impact on academic stress, with possible gender variations. Nonetheless, gender does not appear to have a major influence on academic stress levels.

4.2.3 Educational Level and Gender factor Two Way ANOVA analysis

(H0): There is no significant impact of the combination of educational level and gender on academic stress in students.
(HA): The combination of educational level and gender has a significant impact on academic stress in students.

A study's between-subjects variables are shown in the table. D2 and D3, which are educational degree and gender group, are the two components. D2 is divided into three levels: Ph.D., postgraduate, and undergraduate, with 2, 95, and 43 participants, respectively. There are three levels of the gender factor (D3): Female, Male, and Prefer not to say / Others. Female and male participants total 59 and 80, respectively. Only one person refused to say anything or identified as "Others."

Between-Subjects Factors

		N
D3	Female	59
	Male	80
	Prefer not to say / Others	1
D2	Ph.D	2
	Post Graduate	95
	Under Graduate	43

Table 4.2.7: Distribution of Factors

The table presents descriptive data for Academic stress (A19), split down by D3 (Gender) and D2 (educational level). For each combination of D3 and D2, the mean and standard deviation of A19, as well as the sample size (N), are supplied.

Descriptive Statistics

Dependent Variable: A19

D3	D2	Mean	Std. Deviation	N
Female	Post Graduate	7.14	2.050	51
	Under Graduate	7.88	1.808	8
	Total	7.24	2.020	59
Male	Ph.D	9.50	.707	2
	Post Graduate	6.51	2.074	43
	Under Graduate	7.29	1.759	35
	Total	6.93	1.986	80
Prefer not to say / Others	Post Graduate	5.00	.	1
	Total	5.00	.	1
Total	Ph.D	9.50	.707	2
	Post Graduate	6.83	2.071	95
	Under Graduate	7.40	1.761	43
	Total	7.04	2.000	140

Table 4.2.8: Descriptive Statistics of Factors

The findings of a between-subjects study on the influence of Educational Level (D2) and Gender (D3) on academic stress (A19) are provided in the table. The study included 140 individuals and focused on academic stress as the dependent variable.

Tests of Between-Subjects Effects

Dependent Variable: A19

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	36.442[a]	5	7.288	1.881	.102
Intercept	593.583	1	593.583	153.168	<.001
D3	10.848	2	5.424	1.400	.250
D2	25.037	2	12.518	3.230	.043
D3 * D2	.007	1	.007	.002	.967
Error	519.301	134	3.875		
Total	7500.000	140			
Corrected Total	555.743	139			

a. R Squared = .066 (Adjusted R Squared = .031)

Table 4.2.9: Effects of Educational Level (D2) and Gender (D3) on academic stress (A19)-Two Way ANOVA Test

The table summarises the results of a between-subjects study that was undertaken to investigate the effect of gender (D3) and educational level (D2) on academic stress (A19). The study's dependent variable was academic stress, and the sample size was 140 people. The corrected model was marginally significant ($F_{(5, 134)} = 1.881$, $p = 0.102$), indicating a relationship between the independent variables (gender and educational level) and the dependent variable (academic stress), but the effect size was relatively small, with an R-squared value of 0.066 and an adjusted R-squared value of 0.031, implying that the independent variables accounted for only 6.6% of the variance in academic stress.

The intercept was statistically significant ($F_{(1, 134)} = 153.168$, p 0.001), demonstrating a substantial difference in academic stress levels across the individuals. The main impact of gender was not statistically significant ($F_{(2, 134)} = 1.400$, $p = 0.250$), while the main effect of educational level was ($F_{(2, 134)} = 3.230$, $p = 0.043$), demonstrating disparities in academic stress levels among individuals with various educational levels. Additional tests might be performed to identify which educational level had substantially different academic stress levels.

Furthermore, the interaction between gender and educational level was not statistically significant (F(1, 134) = 0.002, p = 0.967), indicating that educational level had no influence on academic stress. Overall, the findings suggest that educational level has a substantial influence on academic stress, although gender and the interplay between gender and educational level do not.

4.3 Recommendations

The study's findings provide numerous tips to assist students properly handle academic stress:

Addressing academic pressure: To assist lessen academic pressure, educators can build a supportive learning environment that prioritises development and progress above performance outcomes. Encouraging pupils to develop a growth attitude might also be beneficial.

Workload management: Providing students with tools such as support services and time management aid can help mitigate the detrimental impact of workload on academic stress.

Prioritising activities and dividing down projects into smaller, more manageable portions are options for educators.

While academic self-perceptions were shown to have no significant association with academic stress, positive self-perceptions are vital for students' motivation and well-being. Educators may give constructive comments, recognise students' accomplishments, and promote a development mentality.

Supporting time management: Giving students the skills and tools they need to properly manage their time can help decrease stress and enhance academic achievement.

Encourage pupils to engage in relaxation practises such as deep breathing, meditation, or yoga to reduce stress and increase well-being. Educators may give tools and assistance on how to use these strategies, as well as chances for group activities such as mindfulness workshops.

Fostering social support: Encouraging students to create study groups, participate in extracurricular activities, and connect with classmates who share similar academic interests can help manage stress and

improve resilience. Providing possibilities for peer mentorship or counselling services might also be beneficial.

Physical activity should be encouraged since it helps reduce stress and improve general well-being. Educators can encourage students to participate in physical activities like sports or fitness programmes, as well as providing ideas on how to include exercise into their daily routine.

Promoting good habits: Eating a balanced diet, getting enough sleep, and avoiding bad behaviours like drug abuse can all assist with academic stress management. Educators may give tools for kids on how to embrace healthy behaviours and build a healthy atmosphere.

By employing a holistic strategy that encompasses these measures, educators may establish a supportive learning environment that supports student well-being and academic performance. This strategy can assist students in developing the abilities and resilience required to manage academic stress and prosper in their academic endeavours.

4.4 Limitations

The current study on academic stress levels of students at higher educational institutes in Delhi NCR has various limitations that should be considered when interpreting the results. The study was conducted during a short period of time, which may have hampered the opportunity to collect a more diverse sample or utilise more sophisticated measurements. If the data collecting period had been prolonged, the research may have been more complete, allowing a deeper assessment of the relationship between academic stress and its associated components.

The current study had 139 participants, which was regarded a sufficient sample size for the study's aims. However, because of the small sample size, the study's findings may not be typical of the population of respondents in the Delhi NCR region. A bigger sample size would have allowed for a more trustworthy and accurate examination of the academic stress levels of students at Delhi NCR's higher educational institutes.

Because the study was conducted in the Delhi NCR, the results may not be relevant to other geographical places. Cultural variations, educational systems, and socioeconomic backgrounds might

differ between areas, and these variances may have an impact on the replies provided by participants. As a result, the findings of this study may not be applicable to other geographical areas.

CHAPTER 05
CONCLUSION

"This chapter summarises and concludes the study on academic stress among students in Delhi NCR higher education institutions." It summarises the study's key results, such as the prevalence and contributing variables of academic stress. The study's findings offer crucial insights into the issue of academic stress among students in higher education institutions in Delhi NCR, with important consequences for students, instructors, and policymakers. Overall, this study adds to our existing understanding of academic stress and offers recommendations for managing it among students in Delhi NCR higher education institutions."

The purpose of this study was to examine the connection between academic stress and the elements that fuel it among students in higher education in Delhi and the National Capital Region. In contrast to academic self-perceptions (B3) and time constraints (B4), the data showed that two independent factors, pressure to perform (B1) and perceptions of workload (B2), had a significant relationship with overall academic stress (A19). When under academic pressure, students may worry and stress more about performing well in class and meeting their duties. Similar to this, students who feel they have a high workload may experience heightened academic stress as they attempt to balance several demands on their time and energy. Time constraints and academic self-perceptions, however, were not significantly related, according to the study.

The study's conclusions have significant ramifications for educators and mental health professionals who work with students in institutions of higher learning. It is crucial for educators to be aware of the potential effects of workload perceptions and performance pressure on students' mental health and to take the necessary steps to address these issues. It is crucial to stress that the study has a number of limitations that must be taken into account when evaluating the results. For instance, the study was conducted in the Delhi NCR area and might not be applicable in other situations. To overcome these limitations, researchers may in the future use a wider range of samples and measurements.

This study's uncovering provide crucial new apprehension into the variables that affect academic stress among students enrolled in higher education institutions in Delhi NCR. The findings indicate that performance pressure (B1) and workload perceptions (B2) need to be addressed in order to reduce the degree of academic stress experienced by students.

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Annexure

In this study, data was collected from students studying in the Delhi NCR region using the Perceptions of Academic Stress (PAS) scale developed by Bedewy and Gabriel (2015). The PAS scale was chosen as it is a validated tool for assessing perceptions of academic stress among university students

Age		Below 18	18 - 20	21 - 23	24-26	27- Above			
Educational Level		UG	PG	Ph.D					
Gender		Male	Female	Prefer Not to say/Others					
Please rate the following statements in contributing to academic stresses: 1=Strongly disagree to 5=Strongly agree									
		1	2	3	4	5			
	Competition with my peers for grades is quite intense								
	The unrealistic expectations of my parents stresses me out								
	Examination times are very stressful to me out								
	I think that my worry about examinations is weakness of character								
Pressures to perform	My teachers are critical of my academic performance								
	I believe that the amount of work assignment is too much								
	The size of the Academic curriculum is excessive								
	Even if I pass my exams, am worried about getting a job								
Perceptions of workload	The examination questions are usually difficult								
	Am confident that I will be successful in my future career								
	Am confident that I will be a successful student								
Academic self-perceptions	I fear failing courses this year								
	I can make academic decisions easily								

	I have enough time to relax after work										
	The time allocated to classes and academic work is enough										
	Teachers have unrealistic expectations of me										
	Examination time is short to complete the answers										
Time restraints	Am unable to catch up if getting behind the work										

Please rate the following statements in contributing to academic stresses: 1=Strongly disagree to 10=Strongly agree

Rate yourself in terms of Academic Stress in you	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**

Plagiarism Report:

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M Gmail

udaysai garavandala <garavandalaudaysai123@gmail.com>

MERC 2023 notification for paper 46

3 messages

MERC 2023 <merc2023@easychair.org>
Thu, Apr 20, 2023 at 8:10 PM
To: Uday Sai Garavandala <garavandalaudaysai123@gmail.com>

Dear Uday Sai Garavandala,

We hope this email finds you well.

We are delighted to inform you that your submission titled "Name of the Submission" has been accepted for presentation at MERC 2023, scheduled from 19th to 21st May 2023 at the Indian Institute of Management, Kashipur.

The schedule of the sessions is still being finalized, the details of which will follow soon. Please remember that one of the conditions for having your paper accepted is the availability of one of the authors to present the submission at MERC 2023.

We encourage you to now begin thinking about creating an impactful PowerPoint presentation of no more than ten slides that summarizes your research so as to convey it to fellow researchers, practitioners and faculty members. You will receive more visibility for your research as well as additional feedback when you present your research through the PPT.

Please note that all attendees (including non-presenters) must register to attend MERC 2023 sessions, events, or workshops. Thus, at least one author from your submission must be registered to present at the colloquium. Early bird registration starting 21st April shall end on 30th April 2023, while late registrations are accepted till 8th May 2023. Please note that papers without a presenter may be removed from the colloquium.

Limited opportunities to present virtually are available for qualified presenters unable to attend in person. However, such opportunities are limited to eight slots per area. The same may be requested in advance by the participants through an email request to MERC (merc@iimkashipur.ac.in). Slots shall be distributed on a case-to-case basis.

You will receive a separate email containing the programme details like registration formalities, boarding and lodging provisions, availability of food coupons and trip to Nainital on 21st of May, 2023. Hence, you may plan your travel arrangements accordingly.

Please consider this email a formal invitation to present your paper at MERC 2023. If our review committee recommends your submission be published in an associated journal, you shall receive a separate email in this regard.

We look forward to seeing you at IIM Kashipur!

Sincerely,

Team MERC 2023

---

udaysai garavandala <garavandalaudaysai123@gmail.com>
Fri, Apr 21, 2023 at 1:49 AM
To: MERC 2023 <merc2023@easychair.org>

Dear Organizing Committee,

Thank you for your email informing me of the acceptance of my paper for presentation at your upcoming conference. I am honored to have been given the opportunity to share my research with other academics and professionals in the field.

However, I regret to inform you that I will not be able to attend the conference in person due to personal reasons. I am currently in Delhi, and my final examinations at the university are scheduled around the same dates as the conference. Therefore, I would like to participate in the conference in online mode, if possible. I believe that this will allow me to still share my research and engage with other conference attendees, despite not being able to attend in person.

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Also, I noticed that the title of my paper was not mentioned in your email regarding the acceptance of my paper. For your reference, the title of my paper is "Investigating Academic Stress among Students in Higher Education Institutions of Delhi NCR". I kindly request you to send me a fresh email with the acceptance details that includes the title of my paper.

Thank you again for considering my paper for presentation at your conference. I look forward to hearing back from you regarding the possibility of participating in the conference online.

Best regards,

Uday Sai Garavandala

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udaysai garavandala <garavandalaudaysai123@gmail.com>   Fri, Apr 21, 2023 at 11:42 AM
To: merc@iimkashipur.ac.in

Dear Organizing Committee,

Thank you for your email informing me of the acceptance of my paper for presentation at your upcoming conference. I am honored to have been given the opportunity to share my research with other academics and professionals in the field.

However, I regret to inform you that I will not be able to attend the conference in person due to personal reasons. I am currently in Delhi, and my final examinations at the university are scheduled around the same dates as the conference. Therefore, I would like to participate in the conference in online mode, if possible. I believe that this will allow me to still share my research and engage with other conference attendees, despite not being able to attend in person.

Also, I noticed that the title of my paper was not mentioned in your email regarding the acceptance of my paper. For your reference, the title of my paper is "Investigating Academic Stress among Students in Higher Education Institutions of Delhi NCR". I kindly request you to send me a fresh email with the acceptance details that includes the title of my paper.

Thank you again for considering my paper for presentation at your conference. I look forward to hearing back from you regarding the possibility of participating in the conference online.

Best regards,

Uday Sai Garavandala

[Quoted text hidden]

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M Gmail
udaysai garavandala <garavandalaudaysai123@gmail.com>

Submission of Abstract for Conference
3 messages

udaysai garavandala <garavandalaudaysai123@gmail.com>　　　　Thu, May 11, 2023 at 2:38 AM
To: "seminarie2023@gmail.com" <seminarie2023@gmail.com>

Dear Conference Organizing Committee,

I hope this email finds you well. I am writing to inform you that here by submitting my abstract for the upcoming National Seminar on Indian Economy: Current Status and Future Prospects.

I have attached the abstract titled **"An Empirical Study of Academic Stress among Students in Higher Education Institutions of Delhi NCR"** to this email for your reference. It provides a brief overview of my research work and its significance in the field. I kindly request you to review my submission and provide me with an update on its status. Additionally, I would appreciate it if you could inform me about the further procedure, such as notification of acceptance, presentation guidelines, and any other pertinent details.

Please do not hesitate to contact me if you require any further information or clarification regarding my abstract or the conference. I am more than happy to provide any additional details or make revisions as necessary.

Thank you very much for your attention to this matter. I appreciate your efforts in organizing this conference and I am excited about the possibility of presenting my work. I eagerly await your response regarding the status of my abstract and the next steps.

Thanks & Regards

Uday Sai Garavandala,

MBA, Class Representative, 2021-22

Delhi Technological University, *Formerly DCE*
Email:- garavandalaudaysai123@gmail.com

Mobile: +91-6304276147 | +91-9849606686

📄 **Uday_Abstract _NITK.docx**
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National Seminar NIT <seminarie2023@gmail.com>　　　　Thu, May 11, 2023 at 10:06 AM
To: udaysai garavandala <garavandalaudaysai123@gmail.com>

Dear Contributor,

On behalf of the Organizing Committee, I am pleased to inform you that your abstract entitled, **"Role of Digital Technology in Micro, Small and Medium Enterprises (MSME)"** has been accepted after the review process for presentation in the **National Seminar On Indian Economy: Current Status and Future Prospects** to be held at NIT Kurukshetra during **May 19-20, 2023**. You are requested to submit your full paper (UPDATED, if any) and duly filled Registration Form through e-mail at the earliest.

The Registration Fee for NSIE can be paid through SBI Collect through the following steps

Step 1. Go to https://www.onlinesbi.sbi/sbicollect/icollecthome.htm

Step 2. Select ICON of Educational Institutions

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Step 3. DIRECTOR NATIONAL INSTITUTE OF TECHNOLOGY,KURUKSHE

Step 4. Payment Category: NSIE 2023

Step 5 Fill out the form and fee and SUBMIT

The registration fee for the given categories can be found below:

Registration Fee
Academicians/Faculty: 1500 INR
Persons from Industry: 2500 INR
Research Scholars: 1000 INR

Regards

Dr Rajesh Sharma

(Assistant Professor Economics, National Institute of Technology Kurukshetra)

Organising Secretary

National Seminar on Indian Economy

[Quoted text hidden]

National Seminar NIT <seminarie2023@gmail.com>   Thu, May 11, 2023 at 10:07 AM
To: udaysai garavandala <garavandalaudaysai123@gmail.com>

Ignore the previous mail.

Dear Contributor,

On behalf of the Organizing Committee, I am pleased to inform you that your abstract entitled, **"An Empirical Study of Academic Stress among Students in Higher Education Institutions of Delhi NCR"** has been accepted after the review process for presentation in the **National Seminar On Indian Economy: Current Status and Future Prospects** to be held at NIT Kurukshetra during **May 19-20, 2023**. You are requested to submit your full paper and duly filled Registration Form through e-mail at the earliest.

The Registration Fee for NSIE can be paid through SBI Collect through the following steps

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The registration fee for the given categories can be found below:

Registration Fee
Academicians/Faculty: 1500 INR
Persons from Industry: 2500 INR
Research Scholars: 1000 INR

Regards

Dr Rajesh Sharma

(Assistant Professor Economics, National Institute of Technology Kurukshetra)

Organising Secretary

National Seminar on Indian Economy

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