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EDITORIAL

It is heartening to see that the eleventh issue of the VICHARA AN INTERNATIONAL JOURNAL OF MANAGEMENT has been brought out successfully. An educational journal is a platform where knowledge gets amplified and disseminated; research results and innovations are documented and unique experiences are shared for enhancement of knowledge. The design architecture of Vichaara is made in such a way that it becomes a comprehensive document to reflect the different dimensions of Management discipline. Business Research forms the core part wherein original, empirical based research papers are included. This issue comprises articles on recent issues in business world from different disciplines. These articles show a methodological way of conducting a research and presenting their findings. Findings on technology influence, cultural changes in the organizations, behavioural changes among the consumers and their expectations have been presented with relevant facts. We invite scholarly articles and research papers and write ups on robust cases. Suggestions and views from readers and scholars are solicited for the qualitative improvement of the Journal.

THE ACADEMIC WELL-BEING OF COLLEGE STUDENTS IN TAMILNADU

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Abstract:

Stress holds significant sway in the lives of individuals today. The author endeavored to scrutinize the academic stress experienced by college students. Data was gathered using the Perceived Academic Stress Scale, yielding a total of 40 responses, of which 38 were deemed suitable for the study. Mean and standard deviation were employed to assess the level of academic stress among participants within a constrained timeframe. The results unveiled that a majority of respondents reported feelings of nervousness and irritation in their academic lives.

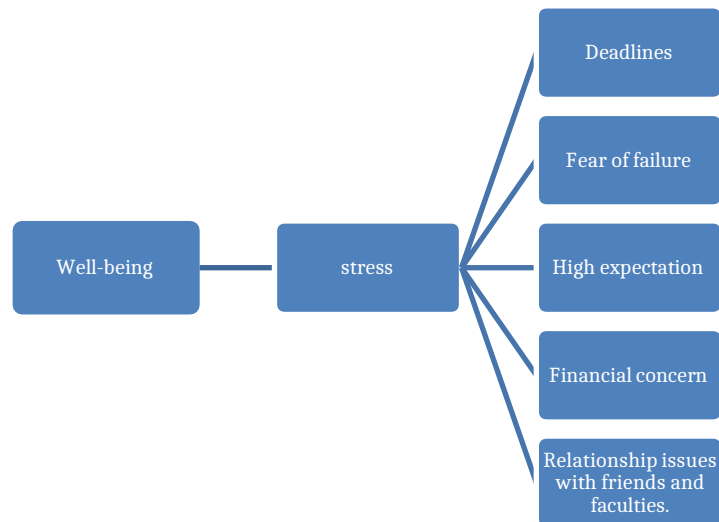
Keywords: students, well-being, academic stress.

Introduction:

Stress is an unpleasant atmosphere. Bisht outlined academic stress as a demand relate to academics that tax or exceed the offered resources (internal or external) as cognitively appraised by the coed involved .Bisht also proposed that, academic stress is the reflection of how the individual perceives their own:-(a) Academic Frustration, which is the state that is caused by the harm of some of the academic goals, (b) Academic Conflict, which occurs as the result of two or more equal but incompatible response tendencies to the academic goals, (c) Academic Pressure occurs when the student is under the heavy demands of time and energy to meet the academic goals, (d) Academic Anxiety occurs due to the apprehension of harm to some of the academic goals. The well-being of students in higher education is under attention. Students' age in full time higher education generally ranges between 17–24 years. This is also the critical age for the onset of psychological problems (Lipson & Eisenberg, Citation 2018).Students attending university for the frst time at this age are vulnerable to mental health difficulties, with evidence suggesting that the majority of mental illnesses develop by the time an individual reaches their mid-20 s (Kessler et al., 2007).Wellbeing and resilience serve as vital aspects in prevention the onset of mental health issues and mitigating the severity of existing ones. They play pivotal roles in nurturing efficient problem-solving abilities, fostering and sustaining interpersonal connections, and facilitating the establishment of realistic goals.

These elements significantly bolster an individual's capacity to function effectively and make meaningful contributions in their everyday lives.

Framework for academic stress:



The aim of a research:

- To analyze the academic wellbeing of the students.

Review of literature:

Monica Baiju (2021) the researcher made an attempts to examine the academic stress and psychological well-being among college students, and the purpose of the study is to find out how academic stress and psychological well-being differ with gender. It also focuses on understanding the relationship between academic stress and psychological well-being among college students. Perception of Academic Stress Scale questionnaire and the PGI General Well-being Scale has been used to collect the data, that measures academic stress and psychological well-being. Mann-Whitney U Test and Spearman's Correlation has been used to analyze the collected data.

The result of the study concluded that there is a significant difference between females and males on academic stress, and there is no significant difference between females and males on psychological well-being. Also, there is a significant relationship between academic stress and psychological well-being among college students.

Rynkedouwnes(2023) says that in the mind of students it is an increasing interest about the well-being of students in higher education. The author examined the student perspective through semi-structured interview. The major objective of this research was to know well-being as a balance in the interplay between efforts directed towards studies and life beyond studies. In this study the finding reveals that the interrelations between the individual experience of well-being.

Georgia Barbayannis(2023) the primary stressor significantly impacting the mental well-being of college students is often academic pressure. The author used perception of stress scale& the short Warwick-Edin Burgh Mental well-being scale. From the study it was found that a significant relation between worse academic-stress & poor mental well-being in all the students. From the structured questionnaires, various factors have been found, from that results indicates that academic stress in college in significantly correlated to psychological well-being in the students who responded to this survey.

Materials and methods:

To analyze academic stress and to test the stated hypotheses following research methodology is adopted.

Sample and Data Collection:

- **Sample:** Students from Arts & Science College of selected college in Coimbatore city.
- **Sample Size:** Arts & Science students were approached, out of those responses were recorded.
- **Data Collection Mode:** Questionnaire through google form.
- **Tools used:** Frequency Distribution, Mean, Standard Deviation, chi-square.

Analysis and Inference:

- **The structured questionnaire has been used to collect the data. Perceived academic stress scale has been used.**

S.No	Variables	MEAN.	S.D
1.	In the last month, how often have you been upset because of something that happened unexpectedly?	3	1.6
2.	In the last month, how often have you felt that you were unable to control the important things in your life?	2.3	1.53

3.	In the last month, how often have you felt nervous?	3.1	1.4
4.	In the last month, how often have you felt confident about your ability to handle your personal problems?	2.5	1.6
5.	In the last month, how often have you felt that things were going your way?	1.9	1.5
6.	In the last month, how often have you found that you could not cope with all the things that you had to do?	2.5	1.2
7.	In the last month, how often have you been able to control irritations in your life?	3.0	1.4
8.	In the last month, how often have you felt that you were on top of things?	2.3	1.4
9.	In the last month, how often have you been angered because of things that were outside of your control?	1.8	1.3
10	In the last month, how often have you felt difficulties were piling up so high that you could not overcome them?	2.5	1.3

Source: Primary Data.

The above table indicates that majority of the respondents felt nervous, irritation are more in their life. Which ranges from the mean average of 3.1-3.5.

Findings and suggestions:

The research indicates that most students are enrolled in postgraduate programs at the chosen college, where premium education is emphasized due to the program's structure. However, many students experience nervousness and struggle to accept risks, resulting in irritation and a lack of dedication. Therefore, the department needs to provide remedial solutions to address these challenges.

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