

A  
PROJECT REPORT  
ON

**“Understanding the Factors Influencing Stress and Mental Health  
Among JEE/NEET Aspirants in Gadhinglaj City”**

Submitted to

**CHHATRAPATI SHAHU INSTITUTE OF BUSINESS EDUCATION &  
RESEARCH, KOLHAPUR**  
(An Autonomous Institute)

As a Partial fulfilment for the Award of Degree of

**Master of Business Administration**  
(2023-2025)

Submitted By

**Mr. Vivek Dinkar Khavare**

Under the Guidance of

**Dr. Sachin H. Jagtap**

Ph. D, MCA, M.B.A., M.Phil., MA, CNI, DIM,  
Sangeet Alankar, A.I.R. B High Grade



Through

Department of Management

**Chhatrapati Shahu Institute of Business Education & Research, Kolhapur**

(An Autonomous Institute)

**2023-2025**

# INDEX

<b>Chapter No.</b>	<b>Content</b>	<b>Page No</b>
<b>1</b>	<b>Introduction To the Study</b>	3-6
1.1	Introduction	4
1.2	Objectives of the study	4
1.3	Scope of study	5
1.4	Need of the study	5
1.5	Significance of study	6
1.6	Hypothesis of the Study	6
<b>2</b>	<b>Review of Literature</b>	7-9
<b>3</b>	<b>Research Methodology</b>	10-11
3.1	Research Design	11
3.2	Data Collection	11
3.3	Questionnaire Design	11
3.4	Sampling Method	11
<b>4</b>	<b>Data Analysis and Interpretation</b>	12-36
<b>5</b>	<b>Finding, Suggestions, Conclusion</b>	37-41
5.1	Findings of the study	38
5.2	Conclusion	39
5.3	Suggestions	39
5.4	Limitations of the study	40
	Bibliography	41

# **Chapter 1**

## **Introduction of the Study**

## **Introduction**

Candidates for the National Eligibility and Entrance Test (NEET) and Joint Entrance Examination (JEE) in Gadhinglaj City, have to deal with tough competition, strict studying treatments, and high expectations from family and friends. The objective of this study is to investigate the complex network of variables that lead to increased levels of stress and psychological issues faced by JEE/NEET aspirants in Gadhinglaj City. It is essential to understand these elements in order to draw attention to the challenges faced by students and develop efficient solutions that will lessen the negative effects on their mental health.

The study will look at educational environments, parental expectations, peer pressure, and social dynamics to give a comprehensive understanding of the complex connections that influence the mental health conditions of JEE/NEET candidates in Gadhinglaj City. The results will add to the body of knowledge on mental health in high-stakes environments and the creation of focused support and intervention programs. Through exposing the pressures and psychological problems that JEE/NEET aspirants in Gadhinglaj City deal with, this study hopes to pave the path for a more effective and humane method of cultivating the nation's future intellectual resources.

## **Objectives of the Study**

- To study the how to manage Stress among JEE andNEET Aspirants.
- To study the impact of Social Support on the Stress among JEE andNEET Aspirants.
- To study the relationship between Social Support and Coping Mechanisms in relation to Stress among JEE and NEET Aspirants.

### **Scope of study: -**

The study investigates the mental health of JEE/NEET aspirants in Gadhinglaj City, focusing on individual experiences, social effects, and the relationship between academic pressures and mental health. It will analyse stress, anxiety, personal coping strategies, adaptability factors, and demographic factors. The study will also examine the educational environment in Gadhinglaj City, including institutional practices, social networks, teaching strategies, curriculum design, and evaluation techniques. It will also examine how cultural factors and societal expectations affect aspirants' experiences, aiming to inform strategies for a balanced societal perspective on academic achievements. The findings may have national implications, benefiting educational institutions, government officials, and mental health professionals.

### **Need of the study: -**

The study investigates the factors affecting stress and mental health among JEE/NEET aspirants in Gadhinglaj City, India, due to the unique challenges they face in their current setting. Gadhinglaj City is a hub for competitive exam preparation, attracting students from across the nation. The psychological toll of this competitive environment is worth investigating, as the results of these exams determine admission to esteemed JEE and NEET institutions.

The academic requirements, such as demanding study plans and lengthy course outlines, can lead to issues with mental health, such as anxiety and burnout. Understanding the structure of this pressure-cooker environment is crucial for finding effective solutions and assistance systems. Social and parental pressures also make the psychological landscape more difficult, making it essential to investigate these variables for creating strategies that encourage a supportive approach to academic achievement. The institutional setting, including coaching facilities and educational institutions, also impacts aspirants' mental health, promoting a healthier learning environment. The study aims to close the gap in literature and provide insights for evidence-based interventions and policies targeted at this specific group of people.

## **Significance of study: -**

For the benefit of study on public health, educational policy, and social well-being, an in-depth study on stress and mental health among JEE/NEET applicants in Gadhinglaj City is necessary. The results will have an impact on people, groups, and policy makers, assisting in the creation of plans that encourage a safe and encouraging atmosphere for applicants taking competitive examinations.

Understanding the psychological challenges faced by Gadhinglaj City JEE/NEET aspirants is essential for modifying strategies that target their individual needs. By identifying basic stress, anxiety, and other mental health conditions, this study can provide prospective students with understanding about their own situations, promoting durability and self-awareness.

## **Hypothesis of the Study**

- H0: There is no significant difference of demographics on the factors causing social support among JEE and NEET aspirants.
- H1: There is a significant difference of demographics on the factors causing Social Support among JEE and NEET aspirants.
- H0: There is no significant difference between the factors of Coping Mechanism among JEE and NEET aspirants.
- H1: There is a significant difference between the factors of Coping Mechanism among JEE and NEET aspirants.
- H0: There is no significant relationship between Social Support and Coping Mechanisms in relation to Stress among JEE and NEET Aspirants.
- H1: There is a significant relationship between Social Support and Coping Mechanisms in relation to Stress among JEE and NEET Aspirants.

# **Chapter 2**

## **Review of Literature**

## REVIEW OF LITERATURE

**Vanita's 2021** study aimed to investigate stress management strategies among competitive examination aspirants, specifically in the civil, medical, and engineering fields in the North district of Delhi. The study aimed to identify stress sources, levels, and influence on the aspirants and study their strategies. A sample of 300 adolescents was collected through non-random sampling-convenient sampling. The mixed method design employed quantitative and qualitative data collection, with self-developed tools used for data analysis. Descriptive statistics were used for frequency and percentage analysis, and statistical examination was performed using MS Excel. The study provides valuable insights into stress management strategies among competitive examination aspirants.

**Suriya Kumar and Saraladevi's 2016** study examined the impact of academic stress and family-related factors on the mental health of students in upper secondary schools in Chennai. The research used stratified random sampling and involved 38 students from three schools. Results showed no significant difference between family factors and school types, but significant differences were found between academic stress and school type. However, notable distinctions were found between school types and mental health.

**Islam and Khan's 2017** study examined the impact of socio-economic status on senior secondary school students' academic achievement. They used a descriptive survey design and Simple Random Sampling Technique to select 170 students from four secondary schools. The results showed a positive relationship between academic achievement and socioeconomic status, with notable differences between different SES groups. However, no discernible difference was found between male and female students. The study highlights the importance of understanding the relationship between socioeconomic status and academic success.

**Mohammad (2018)** studied the correlation between senior secondary school students' academic achievement and their aspirations for education. Using a simple random sampling technique, 450 students from Moradabad district's urban and rural areas were selected. The research found that students' aspirations positively influenced their academic achievement, with urban students showing significantly higher achievement than rural students. Additionally, the study found no significant gender-based influence on students' educational attainment.



The study by **Bartwal (2014)** examined the relationship between social intelligence and mental health in senior secondary students. It compared 400 students from Saharanpur and Chamoli districts. Results showed no significant differences in mental health between rural and urban students, and suggested a potential positive correlation between social intelligence and mental health.

**Sarita and Sonia (2015)** highlight the increasing academic stress experienced by students, who face numerous demands that exceed their adaptive resources. This stress can lead to depression and depression when students fail to cope with the situation or satisfy their needs. Social support is considered a crucial way to cope with academic stress. Teachers, parents, and caregivers must understand the factors that may be stressful to students and recognize ways to help them cope with such situations.

The study by **Khan, Altaf, and Kausar (2013)** examined the impact of academic stress on students' performance and demographic variables like gender, age, and educational level. The results showed a significant effect of academic stress on performance, with a non-significant difference between male and female students and between junior and senior students. Younger students experienced higher academic stress than older ones. No significant difference was found between stress levels at the beginning and end of the semester.

**Kumar and Kaur's (2013)** study aimed to explore the correlation between socioeconomic status and stress management in government senior secondary school students. Using the Socio-Economic Status Scale by Dr. S.P. Kulshrestha and the Stress Management Scale by Drs. Pushpraj Singh and Anjali Srivastva, they surveyed 200 students from rural and urban areas in Punjab, India. The results showed no significant correlation between socioeconomic status and stress management ability.

**Haris, Adnan, and Mohamad** conducted a **2013** study at the University of Daar El-Salam Gontor Ponorogo Indonesia, focusing on undergraduate students' academic behavior and stress management skills. The study revealed that students generally positively view these aspects, suggesting that stress management skills should be prioritized in university guidance programs and resources established to reduce academic stress.

# **Chapter 3**

## **Research Methodology**

# **Research Methodology**

## **Research Design**

The research design refers to the general strategy that is decided to integrate the various segments of the study in a rational and logical way. It comprises the blueprint for the collection, estimation, and data analysis. Research plan includes descriptive and exploratory research.

## **Data Collection**

In the study with the help of the questionnaire the primary data was collected from aspirants. A structured questionnaire was formed, the respondents (Aspirants) filled the questionnaire. The data which was collected from the questionnaire was framed in the research which helped in collecting the important details for the study.

## **Questionnaire Design**

The questionnaire was constructed into three parts. The first part consists of the demographic details of the respondents and the second part includes the questions related to Stress and Social Support, and third part covers the question related to Coping Mechanism.

## **Sampling Method**

The sample was selected through Stratified Purposive Sampling.

## **Sampling Details**

Universe of the Study - JEE and NEET Aspirants

Sampling Frame - Coaching Institutes (Super Abhinav Science Academy, Kota academy, RR IIT Medical Academy, Chate Coaching Classes)

Sampling Unit – Gadhinglaj

Sampling Method - Stratified Purposive Sampling

Sample Size – 100

# **Chapter 4**

## **Data Analysis and Interpretation**

## DATA ANALYSIS AND INTERPRETATION

### Gender

	Frequency	Percent (%)
Male	59	59
Female	41	41
Other	0	0
Total	100	100

Table 4.1 Respondent's gender

### Interpretation:

Table 4.1 shows that 59% of NEET and JEE aspirants are male, while 40% are female, indicating a preference for males in these fields. Transgender individuals represent 1% of respondents, indicating societal shifts.

### Age

	Frequency	Percent (%)
Below 14 yrs.	5	5
14 – 16 yrs.	10	10
16 – 18 yrs.	30	30
Above 18 yrs.	55	55
Total	100	100

Table 4.2 Respondent's gender

### Interpretation:

Out of 100 respondents, 55% of NEET and JEE aspirants were above 18, causing higher dropout rates and stress. The 16-18 age group, representing 30%, also sought guidance for exam preparation.

### Number of Earning Members in the Family

	Frequency	Percent
None	2	2
One	48	48
Two	28	28
More than two	22	22
Total	100	100

Table 4.3 Number of earning member in respondent's family

**Interpretation:**

Table 4.3 reveals that 48% of aspirants in families with only one earning member work hard to manage finances, demonstrating the importance of responsibility in family finances.

**Father's Education**

	Frequency	Percent (%)
<b>Less than Primary</b>	5	5
<b>Below 10th</b>	4	4
<b>12th</b>	16	16
<b>Graduate</b>	28	28
<b>Post Graduate</b>	24	24
<b>Professional Degree</b>	23	23
<b>Total</b>	100	100

Table 4.4 Father's education

**Interpretation:**

Table 4.4 shows that 28% of respondents' fathers were graduates, 24% were postgraduates, and 23% had a professional degree. This suggests that parental support and concern for their children's education can lead to a brighter future, while less educated fathers' aspirations focus on improving their children's education.

**Father's Occupation**

	Frequency	Percent
<b>Daily wage Labourer</b>	2	2
<b>Agriculture</b>	10	10
<b>Business</b>	31	31
<b>Government job</b>	29	29
<b>Private Job</b>	15	15
<b>Professional job</b>	13	13
<b>Total</b>	100	100

Table 4.5 Father's occupation

**Interpretation:**

Table 4.5 shows that 31% of respondents' fathers have business, 29% government, 15% private, and 13% professional jobs, indicating financial stability and potential to support children's education and lifestyle. However, 10% have agriculture segments and 2% are daily wage labourers, making them less financially capable.

### Mother's Education

	Frequency	Percent
<b>Less than Primary</b>	11	11
<b>Below 10th</b>	14	14
<b>12th</b>	22	22
<b>Graduate</b>	31	31
<b>Post Graduate</b>	12	12
<b>Professional Degree</b>	10	10
<b>Total</b>	100	100

Table 4.6 Mother's education

### Interpretation:

Table 4.6 reveals that 31% of respondents' mothers are graduates, 12% postgraduate, and 10% professional. This indicates a higher education level among the female population, potentially paving the way for a brighter future. Previously, women faced inequality.

### Mother's Occupation

	Frequency	Percent
<b>Daily wage Laborer</b>	3	3
<b>Agriculture</b>	2	2
<b>Business</b>	5	5
<b>Government job</b>	12	12
<b>Private Job</b>	8	8
<b>Professional job</b>	6	6
<b>Home Maker</b>	64	64
<b>Total</b>	100	100

Table 4.7 Mother's occupation

### Interpretation:

Table 4.7 indicates that out of 100 respondents 64 per cent of respondent's mothers were home makers which may result to more pressure on the male member of the house in the terms of finances growth.

### Arrangements of Funds

	Frequency	Percent
<b>Loan</b>	12	12
<b>Debt</b>	14	14
<b>Self-Finance</b>	74	74
<b>Total</b>	100	100

Table 4.8 Arrangement of funds

**Interpretation:**

Table 4.8 indicates that out of 100 respondents 74 per cent of the aspirants' arranged funds for their studies by themselves. At the same time 12 per cent aspirants' education was possible after taking loan, and 14 per cent went for debt for which they may have stressful educational period because they will have to pay back the money at a certain period of time.

**Institution Name**

	Frequency	Percent
Super Abhinav Science Academy	81	81
Kota Academy	13	13
RR IIT Medical Academy	1	1
Chate Coaching Classes	5	5
Total	100	100

Table 4.9 Institution Name

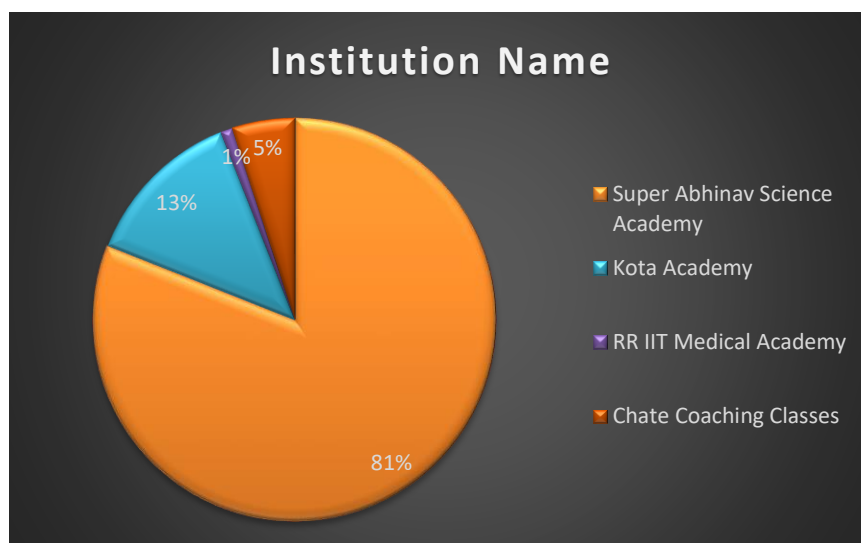
**Interpretation:**

Table 4.9 reveals that 81% of NEET and JEE institute aspirants were from Super Abhinav Science Academy, 13% from Kota Academy, 5% from Chate Coaching Classes, and 1% from RR IIT NEET Academy.



### How often you talk with parents?

	Frequency	Percent
Rarely	5	5
Daily	79	79
Alternate days	10	10
Weekly	3	3
Fortnightly	1	1
Once in a month	2	2
Total	100	100

Table 4.10 Communication frequency with parents

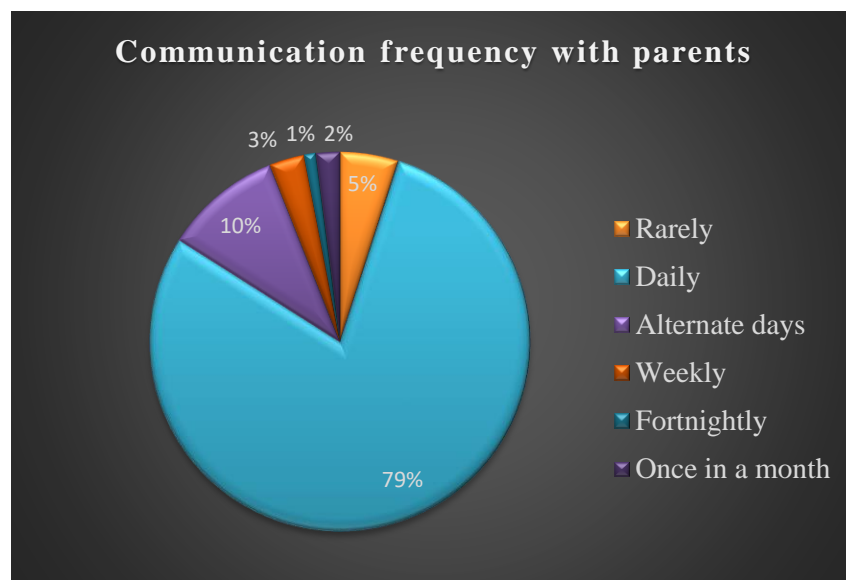


Table 4.2 Communication frequency with parents

### Interpretation:

Table 4.10 reveals that 79% of aspirants talk daily with their parents, indicating good relationships. However, others rarely communicate, potentially leading to communication gaps and stress.

## STRESS

**You believe that you have control over the significant aspects of your life during JEE/NEET preparation.**

	Frequency	Percent
<b>Strongly Disagree</b>	3	3
<b>Disagree</b>	17	17
<b>Neutral</b>	24	24
<b>Agree</b>	36	36
<b>Strongly Agree</b>	20	20
<b>Total</b>	100	100

Table 4.11: Respondents feel that they are able to control the important things in life during JEE/NEET preparation.

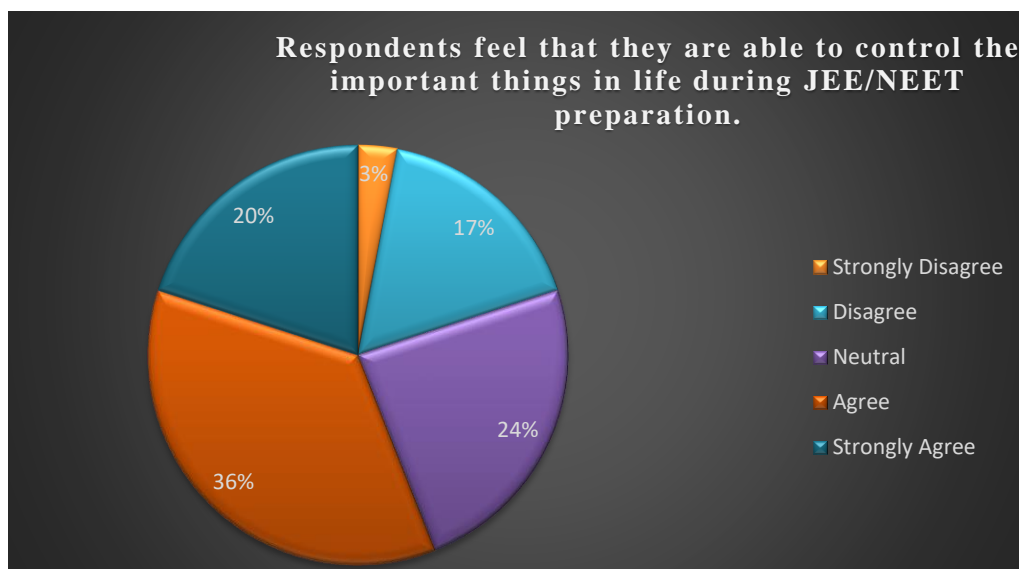


Chart 4.3: Respondents feel that they are able to control the important things in life

### Interpretation:

Table 4.11 shows 56 per cent of 100 respondents agreed to the statement that they are able to control important things in life. It can be inferred that they think clearly and stay focused which is a good point to look for achieving the goals in life.

**While preparing for this exam you feel that difficulties are piling up high and you can overcome them.**

	Frequency	Percent
<b>Strongly Disagree</b>	4	4
<b>Disagree</b>	15	15
<b>Neutral</b>	26	26
<b>Agree</b>	33	33
<b>Strongly Agree</b>	22	22
<b>Total</b>	100	100

Table 4.12: Respondents feel that difficulties are piling up high and they can overcome them

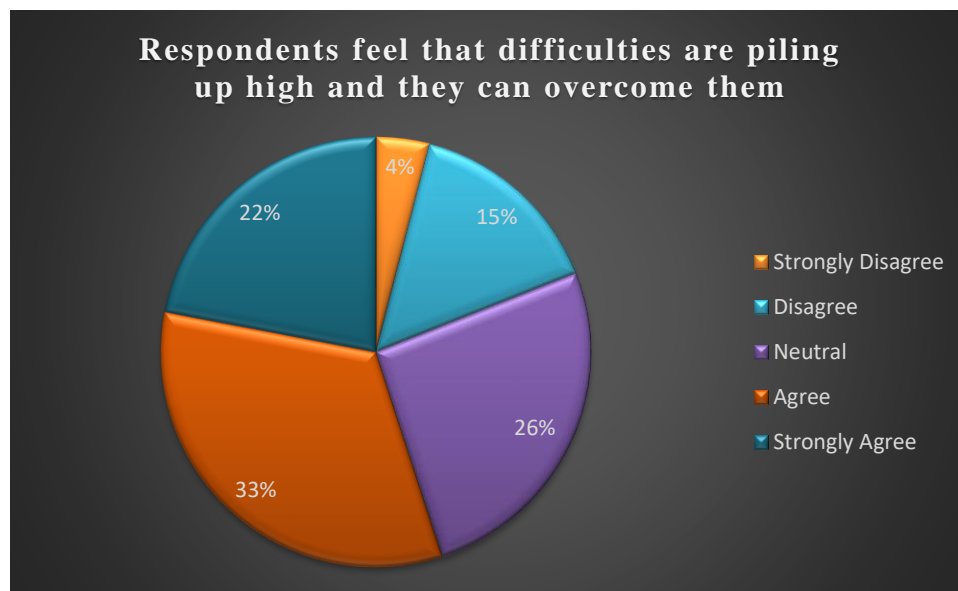


Chart 4.4: Respondents feel that difficulties are piling up high and they can overcome them

#### **Interpretation:**

From the table 4.12 it can be observed that among all respondents, 55 per cent of the aspirants agreed to the statement that difficulties are piling up high and they can overcome them. While 15 per cent aspirants disagreed and 4 per cent aspirants strongly disagreed which means they are not able to deal with the obstacles of life.

**Worry about future education brings you a lot of academic pressure.**

	Frequency	Percent
Strongly Agree	2	2
Agree	13	13
Neutral	15	15
Disagree	42	42
Strongly Disagree	28	28
Total	100	100

Table 4.13: Respondents worry about future education

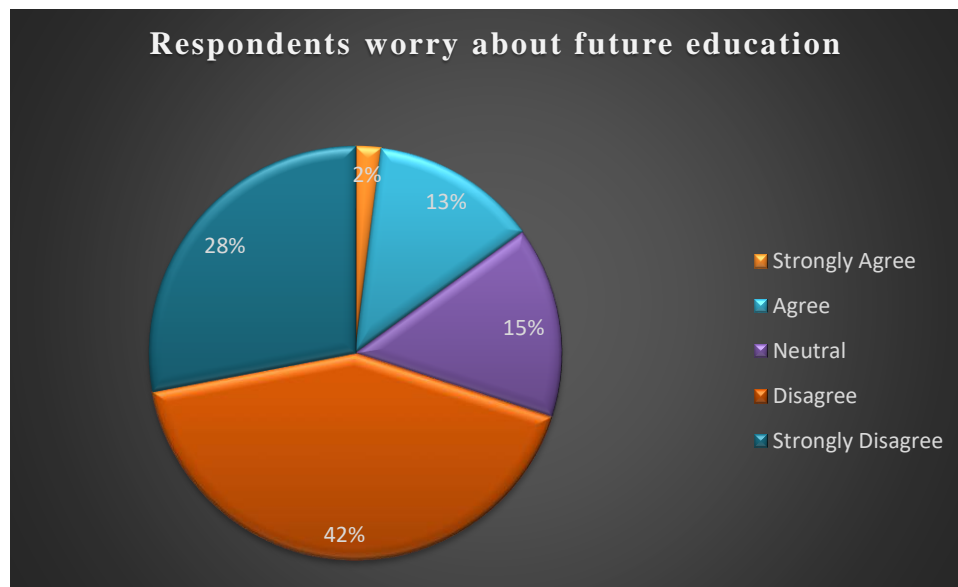


Chart 4.5: Respondents worry about future education

**Interpretation:**

The values in table 4.13 shows that 70 per cent of the aspirants disagreed to the statement “worry about future education brings a lot of academic pressure”. Thus, it can be inferred that 15 per cent of the aspirants were stressed for their future. This worry can also hamper their present life and put negative impact on their studies.

**Your parent care about your JEE/NEET mock test marks too much, which brings you a lot of pressure.**

	Frequency	Percent
<b>Strongly Agree</b>	7	7
<b>Agree</b>	12	12
<b>Neutral</b>	20	20
<b>Disagree</b>	38	38
<b>Strongly Disagree</b>	23	23
<b>Total</b>	100	100

Table 4.14: Respondents parents care about academic grades too much, which brings a lot of academic pressure

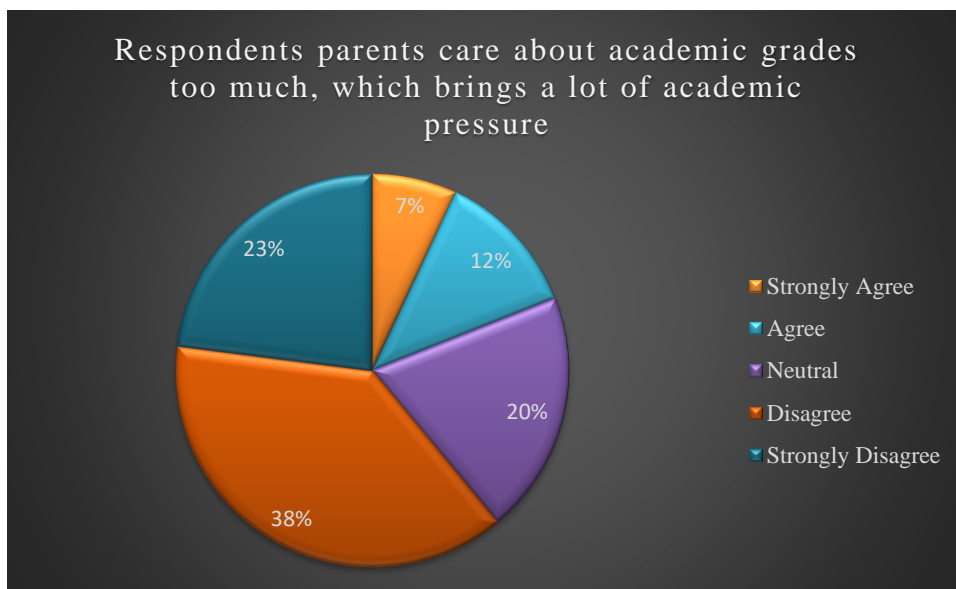


Chart 4.6: Respondents parents care about academic grades too much, which brings a lot of academic pressure

#### **Interpretation:**

Table 4.14 states that out of 100 respondents, 61 per cent of the aspirants think that their parents don't care about their grades too much. While 19 per cent aspirants are agreed to the statement which indicates of a burden or pressure by the expectations made by parents in the aspirants.

**Worry about employment brings you a lot of academic pressure.**

	Frequency	Percent
Strongly Agree	4	4
Agree	14	14
Neutral	21	21
Disagree	38	38
Strongly Disagree	23	23
Total	100	100

Table 4.15: Respondents worry about employment

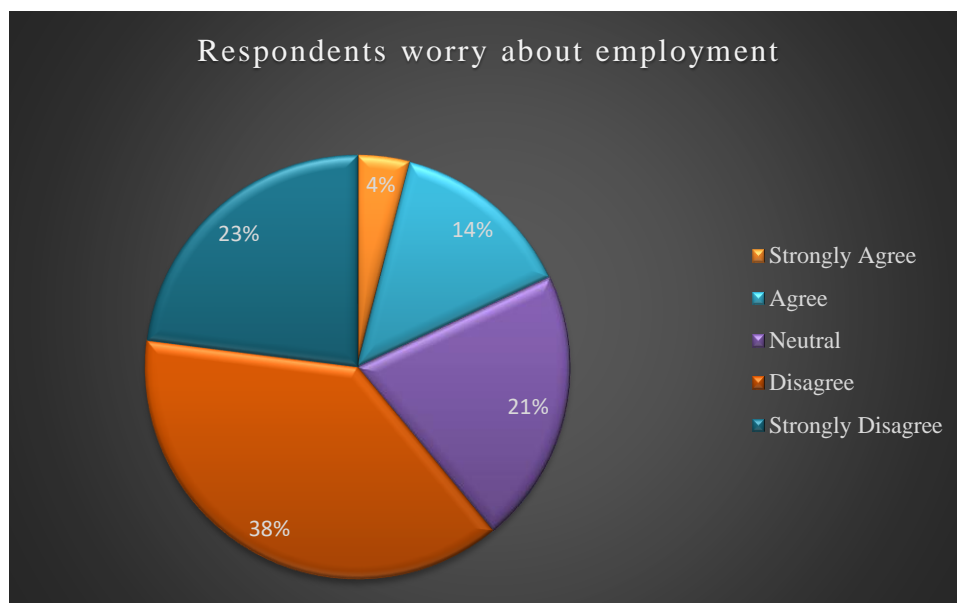


Chart 4.7: Respondents worry about employment

**Interpretation:**

Table 4.15 shows that out of 100 respondents, 38 percent of aspirants disagreed with the statement, while 23 percent strongly disagreed with the statement that worry about employment bring a lot of academic pressure in them. Thus, it can be inferred that the respondents were aware about their roles and responsibilities in their family.

## SOCIAL SUPPORT

### You feel that teachers treat rudely

	Frequency	Percent
Strongly Agree	21	21
Agree	43	43
Neutral	22	22
Disagree	10	10
Strongly Disagree	4	4
Total	100	100

Table 4.16: Respondents feel that teachers treat them rudely

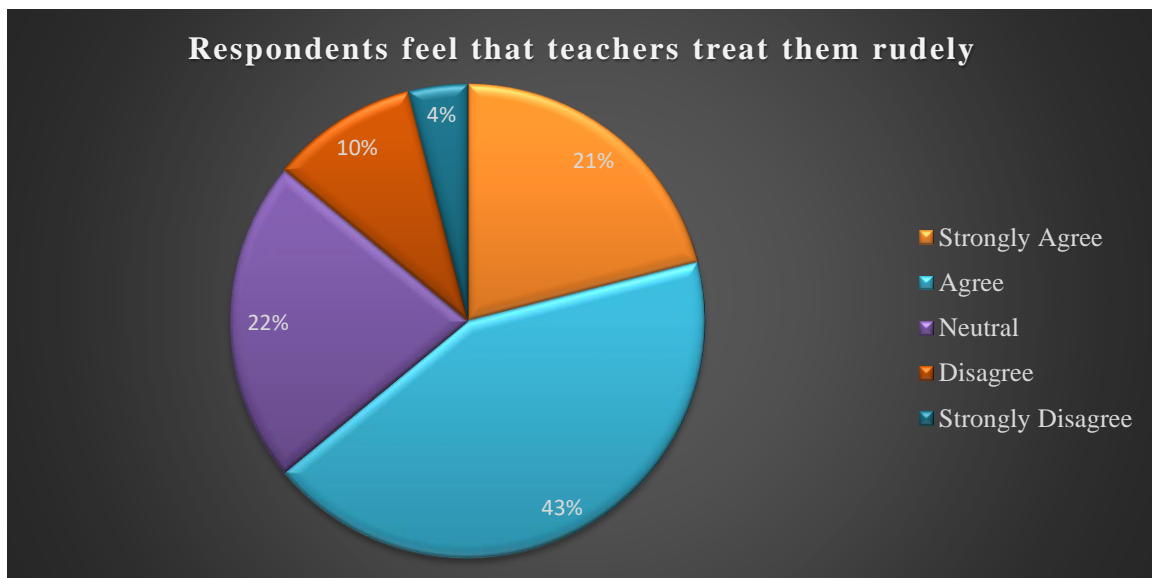


Chart 4.8: Respondents feel that teachers treat them rudely

#### Interpretation:

Table 4.16 depicts that out of 400 respondents 64 per cent of the aspirants feel that their teachers treat them rudely. Thus, it can be inferred that respondents were not satisfied with the way their teachers treated them.

**Your deviation from JEE/NEET preparation is caused due to your boyfriend/ girlfriend/ best friend.**

	Frequency	Percent
<b>Strongly Agree</b>	23	23
<b>Agree</b>	20	20
<b>Neutral</b>	22	22
<b>Disagree</b>	24	24
<b>Strongly Disagree</b>	11	11
<b>Total</b>	100	100

Table 4.17: Respondents deviation from studies is caused due to their boyfriend/ girlfriend/ best friend

**Interpretation:**

Table 4.17 revealed that out of 100 respondents 43 per cent of the aspirants feel themselves distracted due to friends. Thus, it can be inferred that they need to work upon relationship management and time management in order to reduce the stress.

**Your parents are satisfied with your academic performance**

	Frequency	Percent
<b>Strongly Disagree</b>	7	7
<b>Disagree</b>	15	15
<b>Neutral</b>	31	31
<b>Agree</b>	35	35
<b>Strongly Agree</b>	12	12
<b>Total</b>	100	100

Table 4.18: Respondents parents are satisfied with their academic performance

**Interpretation:**

Table 4.18 clearly indicates that 58 per cent of the aspirants feel that their parents were satisfied with their academic performance. On the other side, 10 per cent of the aspirants disagreed and 6 per cent strongly disagreed to the statement. Satisfied parents bring less stress to student study.



## HOW DO YOU MANAGE STRESS OF JEE/NEET EXAM PREPARATION

### Setting Goals

	Frequency	Percent
Strongly Disagree	5	5
Disagree	6	6
Neutral	17	17
Agree	44	44
Strongly Agree	28	28
Total	100	100

Table 4.19: Goals settings by respondents

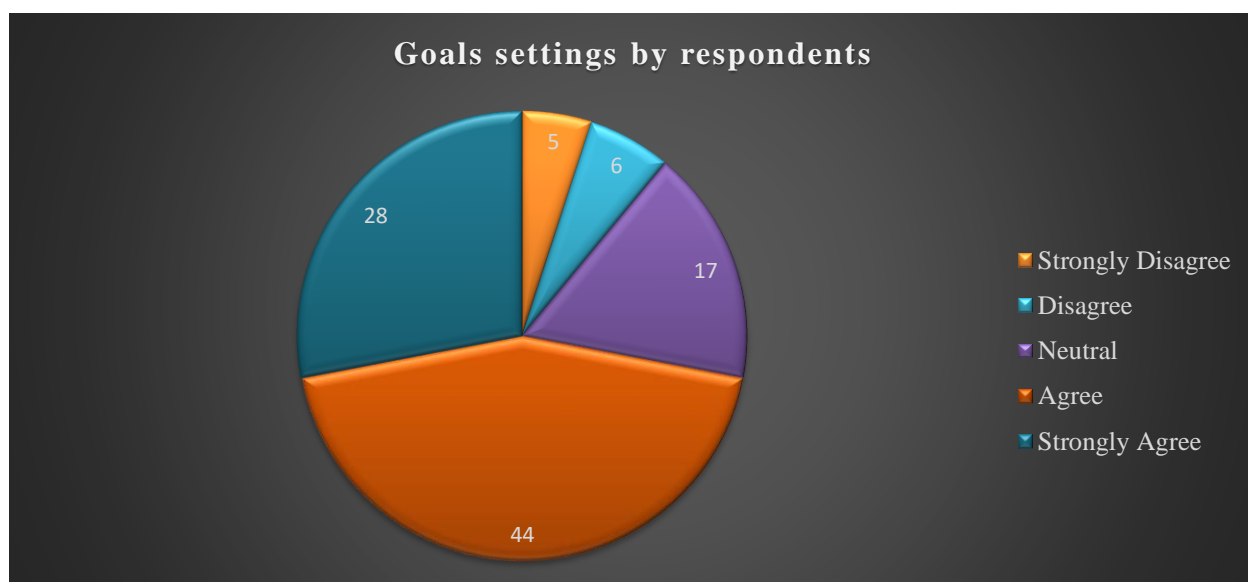


Chart 4.11: Goals settings by respondents

### Interpretation:

Table 4.19 indicates that out of 100 respondents about 72 per cent of the aspirants set their goals in advance. Whereas, 6 per cent disagreed and 5 per cent strongly disagreed of aspirants takes casual behavior towards settings their goals. Proactive actions like setting goals prior to action help in reduced stress.

## Periodizing the work

	Frequency	Percent
Strongly Disagree	5	5
Disagree	6	6
Neutral	21	21
Agree	44	44
Strongly Agree	24	24
Total	100	100

Table 4.20: Periodizing the work by respondents

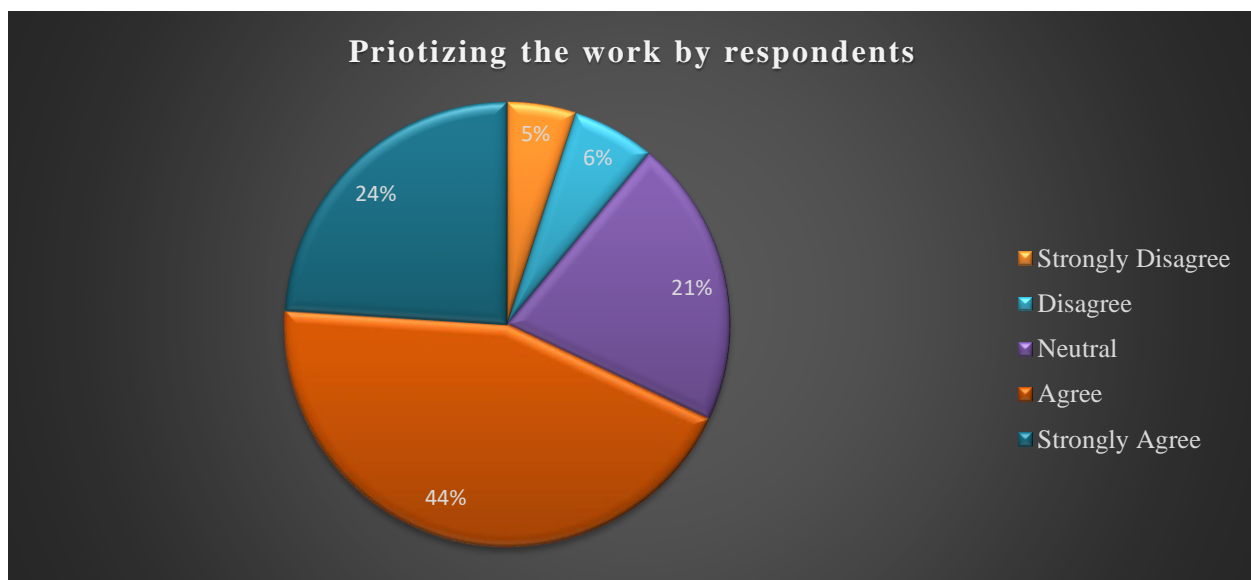


Chart 4.12: Periodizing the work by respondents

### Interpretation:

Table 4.20 indicates that out of the 100 respondents around 68 per cent of the aspirants priotize their work. While 11 per cent disagreed with this. Proper time management and discipline brings in less stress.

## Managing time

	Frequency	Percent
Strongly Disagree	6	6
Disagree	4	4
Neutral	15	15
Agree	47	47
Strongly Agree	28	28
Total	100	100

Table 4.21: Managing time by respondents

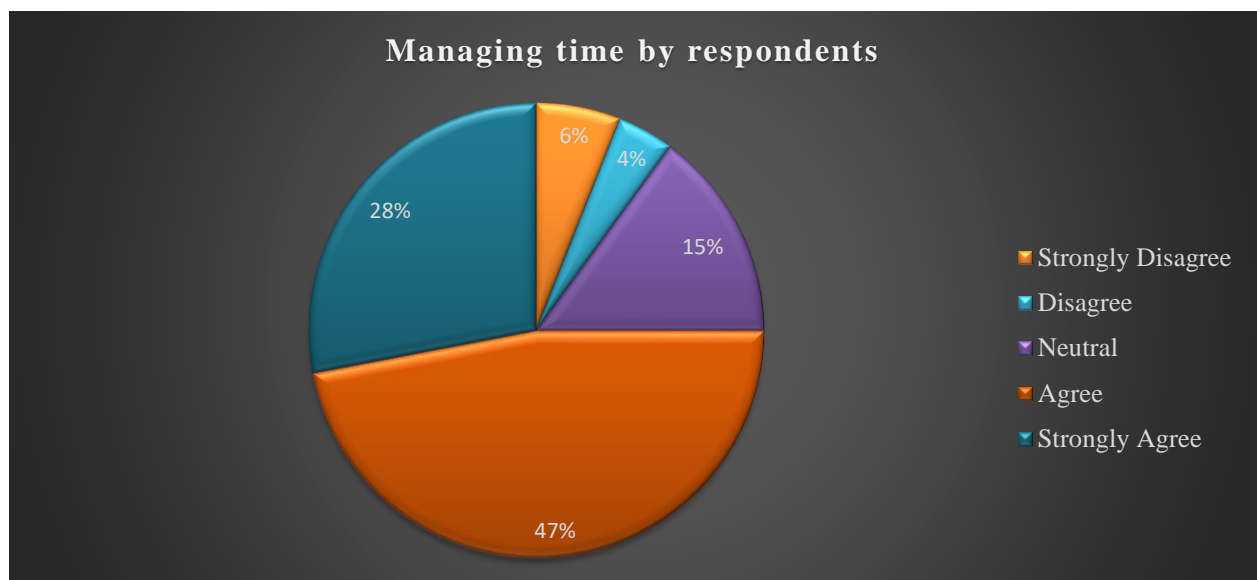


Chart 4.13: Managing time by respondents

### Interpretation:

It is observed from the table 4.21 that among all the respondents, about 75 per cent of the aspirants managed their time for specific activities. On the other hand, 6 per cent aspirants strongly disagreed and 4 per cent disagreed to the statement which means they may have poor time management practices.

### Seeking professional help from counsellor/teacher

	Frequency	Percent
Strongly Disagree	15	15
Disagree	9	9
Neutral	21	21
Agree	28	28
Strongly Agree	27	27
Total	100	100

Table 4.22: Seeking professional help from counsellor/ teacher by respondents

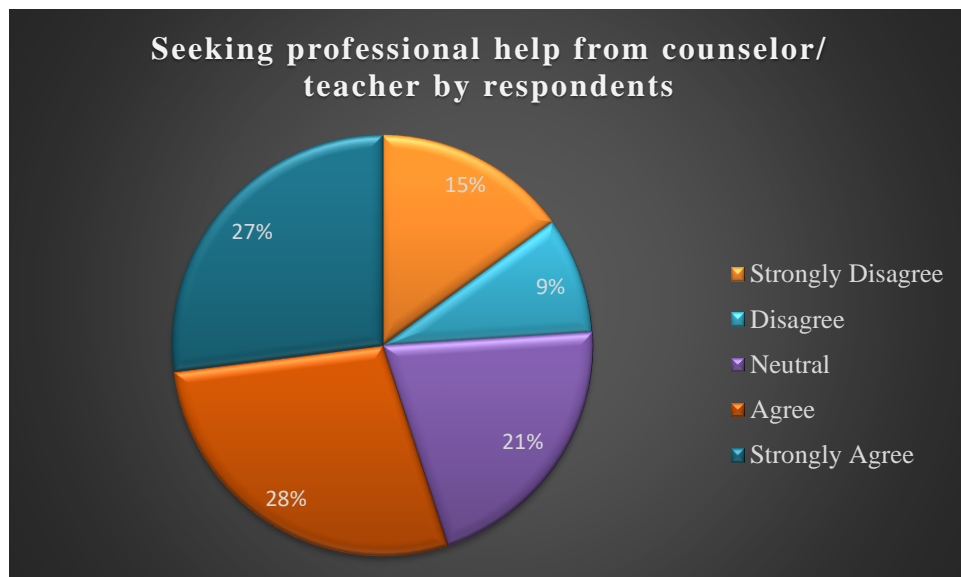


Chart 4.14: Seeking professional help from counsellor/ teacher by respondents

#### Interpretation:

Table 4.22 indicates that among all the respondents, 55 per cent of the aspirants seek professional help from counselor/ teacher when they are in stress or any problem. Whereas, 15 per cent aspirants strongly disagreed and 9 disagreed to the statement. Seeking help from someone at the right time reduces stress.

## Drinking alcohol

	Frequency	Percent
Strongly Disagree	58	58
Disagree	17	17
Neutral	9	9
Agree	10	10
Strongly Agree	6	6
Total	100	100

Table 4.23: Drinking alcohol by respondents

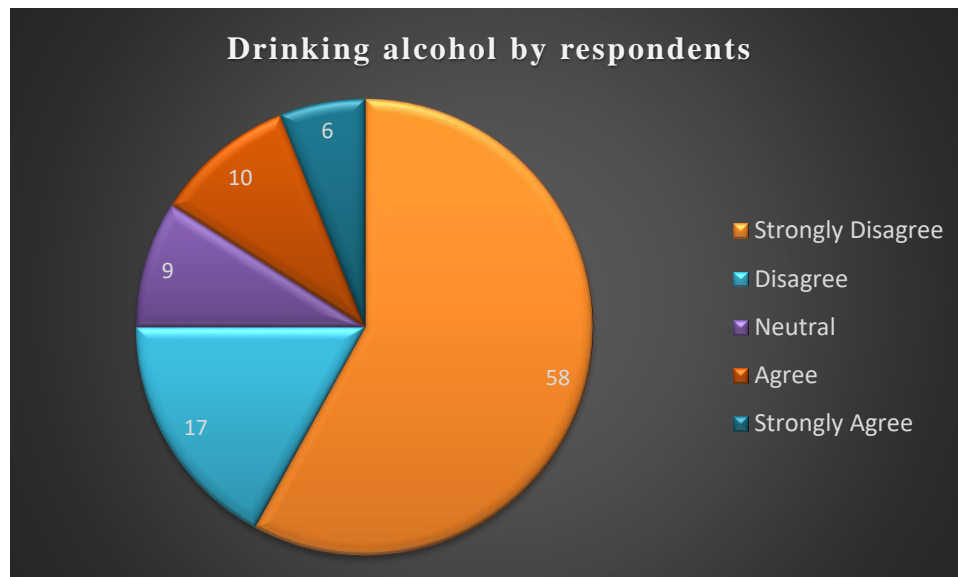


Chart 4.15: Drinking alcohol by respondents

### Interpretation:

Table 4.23 reveals 75% of respondents disagree that alcohol reduces stress, while 17% admit to being alcoholic to alleviate stress. This alarming trend highlights the need for open communication and stress reduction within families.

## Smoking

	Frequency	Percent
Strongly Disagree	59	59
Disagree	16	16
Neutral	8	8
Agree	11	11
Strongly Agree	6	6
Total	100	100

Table 4.24: Smoking by respondents

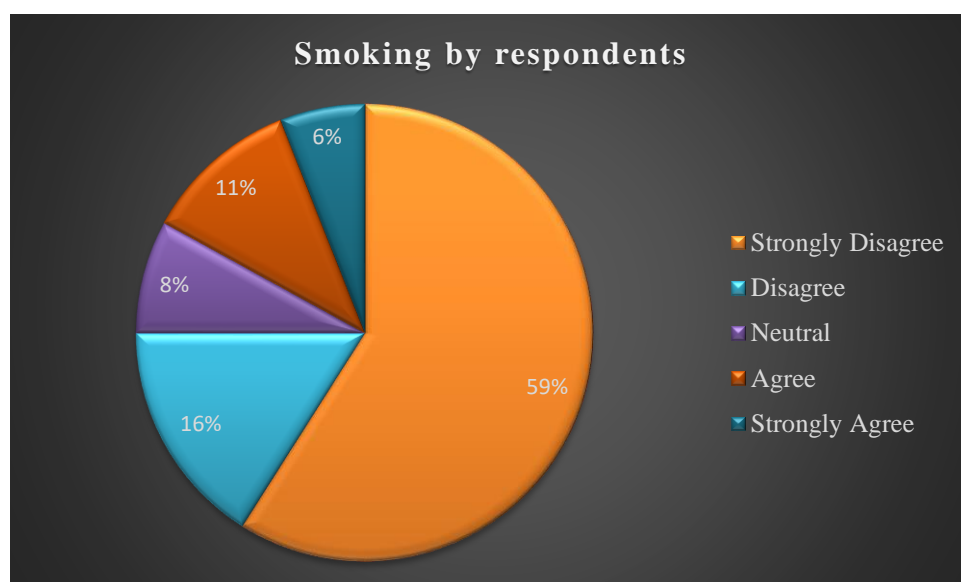


Chart 4.16: Smoking by respondents

### Interpretation:

Table 4.24 indicates that around 59 per cent of the aspirants do not smoke even when they were in stress. While the irony situation is that around 17 per cent of the aspirants smoked to reduce stress. Stressful situation makes students do such things which are not acceptable at times.

## Taking drugs

	Frequency	Percent
<b>Strongly Disagree</b>	65	65
<b>Disagree</b>	19	19
<b>Neutral</b>	10	10
<b>Agree</b>	3	3
<b>Strongly Agree</b>	3	3
<b>Total</b>	100	100

Table 4.25: Taking drugs by respondents

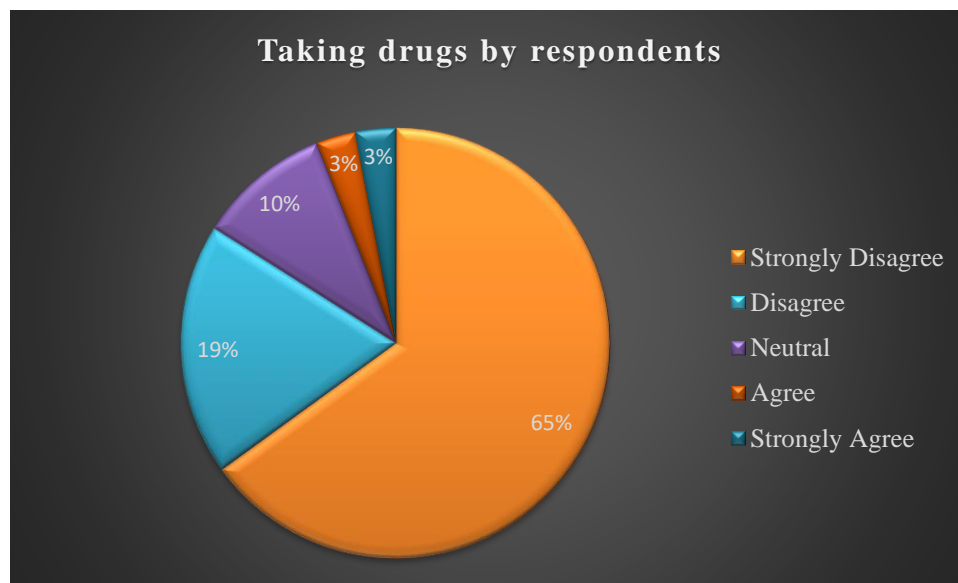


Chart 4.17: Taking drugs by respondents

### Interpretation:

Table 4.25 indicates that out of 100 respondents, 65 per cent of the aspirants disagreed that they were consuming drugs or other like substances. While 6 per cent of the aspirants were consuming drugs to reduce or forget their stress. Proper counselling of such students is necessary in order to save our future generation from going in wrong direction.

### Spending time with friends

	Frequency	Percent
Strongly Disagree	11	11
Disagree	7	7
Neutral	18	18
Agree	36	36
Strongly Agree	28	28
Total	100	100

Table 4.26: Spending time with friends by respondents

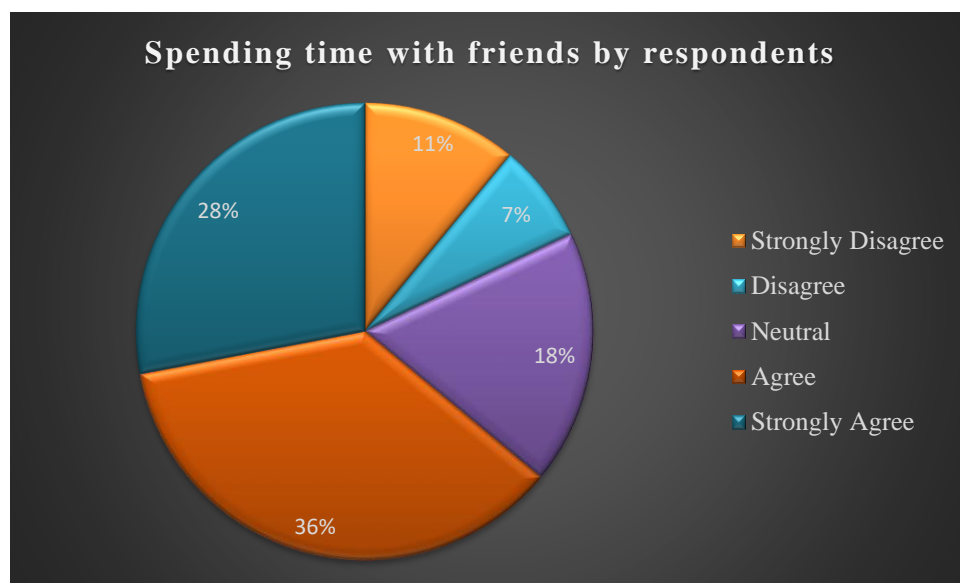


Figure 4.18: Spending time with friends by respondents

### Interpretation:

Table 4.26 depicts that 64.3 per cent of the aspirants spent their time with friends or maybe they feel good to talk with friends because they give some positive energy. Whereas, 10.80 per cent aspirants strongly disagreed to the statement. Friends provide social support network which helps in fighting back with the stress.



### Spending time with siblings

	Frequency	Percent
Strongly Disagree	10	10
Disagree	8	8
Neutral	26	26
Agree	36	36
Strongly Agree	20	20
Total	100	100

Table 4.27: Spending time with siblings by respondents

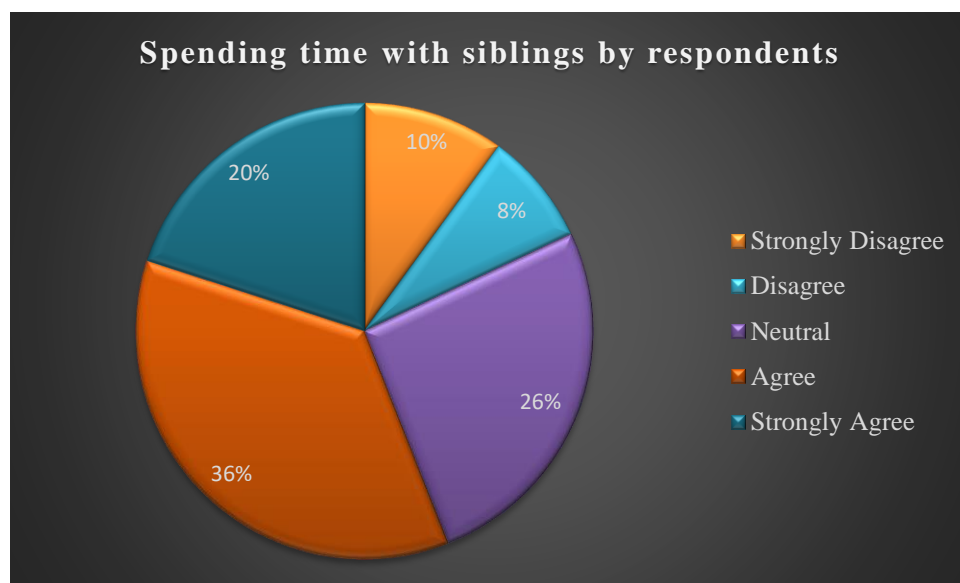


Figure 4.19: Spending time with siblings by respondents

### Interpretation:

Table 4.27 indicates that among all respondents 56 per cent of the aspirants prefer to spend time with their siblings because it makes them happier or they could help in any problem. 10% of the aspirants, on the other hand, strongly disagreed with the argument. The social support system of family and siblings fosters resilience.

## Spending time with parents

	Frequency	Percent
Strongly Disagree	9	9
Disagree	8	8
Neutral	24	24
Agree	30	30
Strongly Agree	29	29
Total	100	100

Table 4.28: Spending time with parents by respondents

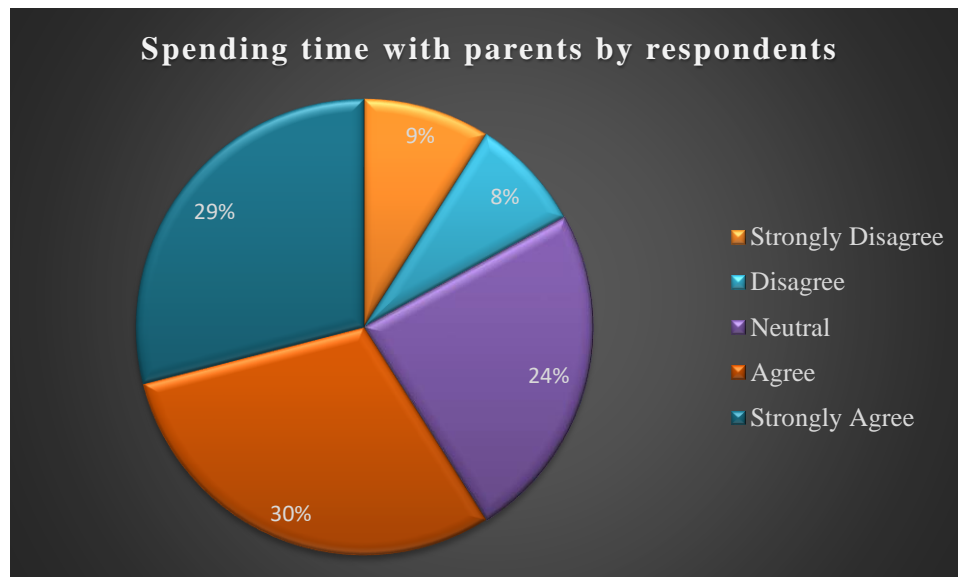


Chart 4.20: Spending time with parents by respondents

### Interpretation:

It is observed from the table 4.28 that out of 100 respondents, 59 per cent of the aspirants were comfortable in spending time with their parents which in result helps in reducing the stress if parents are supportive in nature. On the other side 9 per cent aspirants strongly disagreed to the statement. Talking with others helps in reducing anxiety.

### Think of Quitting life

	Frequency	Percent
Strongly Disagree	43	43
Disagree	16	16
Neutral	17	17
Agree	15	15
Strongly Agree	9	9
Total	100	100

Table 4.29: Think of Quitting life by respondents

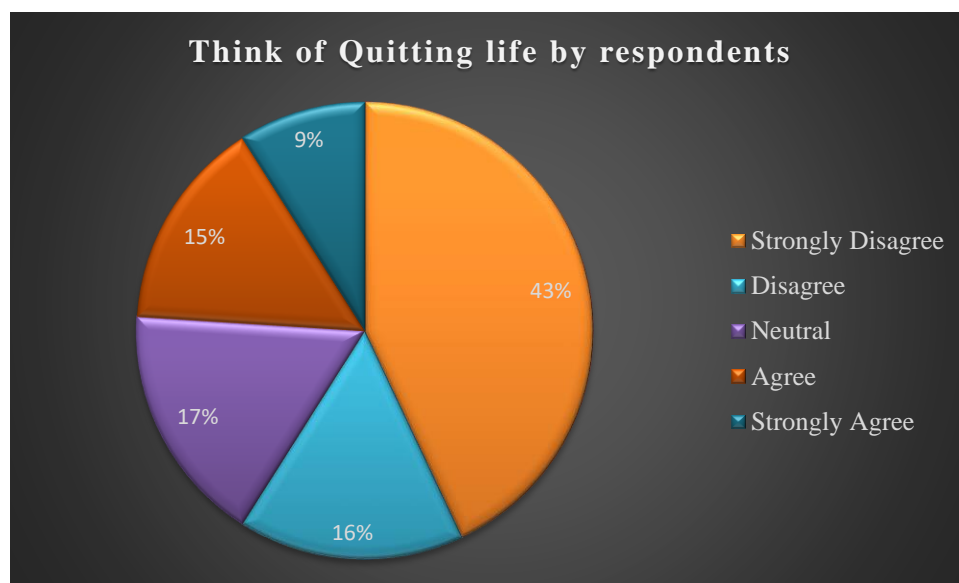


Chart 4.21: Think of Quitting life by respondents

### Interpretation:

It is observed from the above table 4.29 that out of 100 respondent's 43 percent of the aspirants think that they can think of quiet from life when they are in stress. This indicates the level of stress among these students is high. It also attracts attention of parents and friends to support such aspirants to help them manage their lives in a better manner.

### Think of Quitting Studies (JEE/NEET)

	Frequency	Percent
Strongly Disagree	37	37
Disagree	21	21
Neutral	16	16
Agree	17	17
Strongly Agree	9	9
Total	100	100

Table 4.30: Think of Quitting studies by respondents

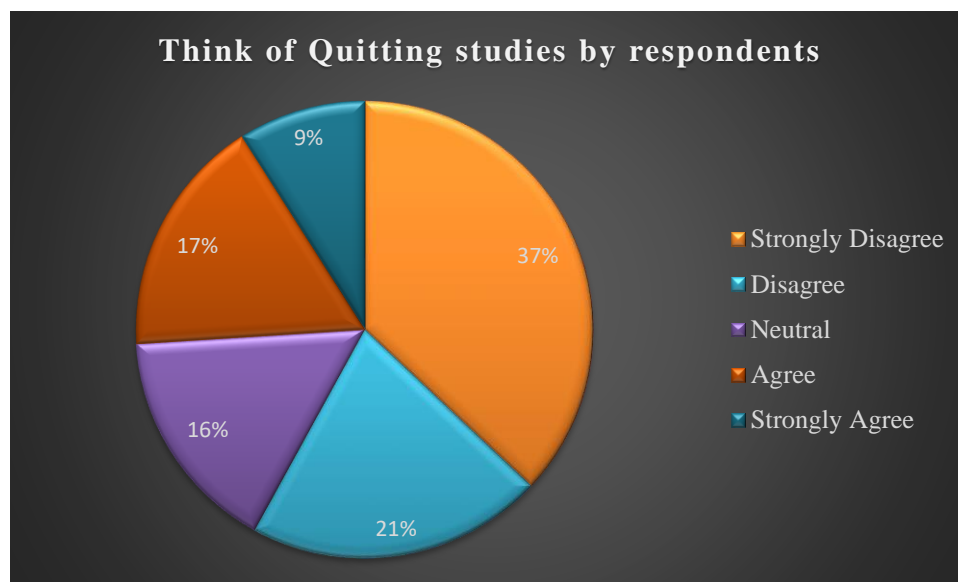


Chart 4.22: Think of Quitting studies by respondents

#### Interpretation:

Table 4.30 depicts that among all respondents 58 per cent of the aspirants were able to cope up with their stress. Whereas, serious situation which attracts attention is that around 26 per cent of aspirants were not able to handle the stress and were willing to quit studies.

# **Chapter 5**

## **Findings, Suggestions, Conclusion**

## **FINDINGS OF THE STUDY**

Three factors of social support - Emotional Support, Empathy Support, and Appraisal Support were identified with the help of review of literature. Six factors of Coping Mechanisms - Task-Oriented Mechanism, Distracting Oneself Mechanism, Calming Mechanisms, Emotion Oriented Mechanism, Avoidance Oriented Mechanism, and Relaxation Oriented Mechanism were identified with the help of review of literature. Multiple correlation and multiple regression have been applied on the extracted factors and relationship between Stress, Social Support and Coping Mechanism was found.

The study shows that how different coping strategies differ depending on a number of variables, including gender, age, type of school, number of workers in the family, income, father's education, father's occupation, mother's education, status in the family, number of siblings, language proficiency, fund arrangement, name of institution, and frequency of communication with parents. These factors were analyzed using MS Excel. The institution name, gender, age, school type, number of earners in the family, family income, father's education, occupation, mother's education, family status, number of siblings, and language proficiency did not significantly differ in the coping methods, according to the results. That being said, there were no appreciable variations in coping strategies for emotional, task, avoidance, or relaxation orientations. Additionally, no apparent difference in coping strategies for language efficiency was discovered by the study. The results imply that coping strategies can be affected. The study aims to analyze significance relationship between the Social Support and Coping Mechanism in relation to Stress among Engineering and Medical Aspirants. Multiple correlation and multiple regression have been applied in the study. Results indicated that, there is positive and significant relationship between (Stress and Social Support) and (Stress and Coping Mechanism). Social Support and Coping Mechanism have moderate impact on Stress.

## CONCLUSION

The study found that language proficiency and the aspirant's interactions with their family members had an impact on self-realization and interpersonal skills. The name of the institution and the present city had an impact on expectations and interpersonal skills. Gender, kind of school, socioeconomic status, education, siblings, and financial situation all had an impact on empathy support. Frequency of communication with parents affected assessment and empathic support as well. The factors of gender, age group, mother's educational background, and father's profession all affected the processes of self-distraction. The education level of family members, school type, age group, and family income all had an impact on emotion-oriented systems. Family income and age group have an impact on calming processes. The kind of school, household income, age group, and family status all had an impact on avoidance methods. The present city, family income, and family members all had an impact on relaxation techniques. Family status had an impact on ways to avoid and self-distraction. These systems were impacted by language efficiency. Aspirants' frequency of communication with their parents had an effect on emotional-oriented systems as well.

## SUGGESTIONS

### **Aspirants:**

Aspirants should learn time management, anger management, mediation, and counselling to achieve grades and reduce stress. They should also be taught universal human values to treat their classmates better. Regular mentoring sessions can help reduce stress and improve planning and revision. Additionally, discussing the consequences of alcohol, drugs, and smoking with students can help them understand the impact of these substances on their lives.

### **Parent:**

Parents should recognize their child's uniqueness and avoid imposing their dreams or comparing them to others. They should motivate and appreciate their child's efforts, understanding their feelings and mistakes as learning experiences. Parents should manage stress by ensuring their child's physical and emotional health, ensuring a healthy daily routine, sleep, diet, and exercise. They should also seek counselling for psychological issues, as negligence can lead to costly consequences. It is crucial for parents to be available and supportive when needed, as stress can affect the entire family.

### **Teachers:**

Teachers/Mentors/Facilitators can frequently talk to students and listen to their problems. They can help students in managing their problems related to academics and peer-pressure.

Relaxed and self-paced tasks can be given to students. Flexibility in submission of assignments can help students. Teachers/Mentors/Facilitators can encourage students to learn from mistakes. They can also be taught that failures are also acceptable in the society.

**Institutions:**

Workshops should be conducted for the aspirants regarding managing stress. Counseling/yoga/meditation should be organized for aspirants in institutes. Regular mentoring session for students as well as for parents should be made compulsory.

## **LIMITATIONS OF STUDY**

- This study was confined to the JEE and NEET Aspirants of Gadhinglaj City only.
- The variables measured in the study were Stress, Social Support and Coping Mechanism of JEE and NEET Aspirants with limited dimensions.
- Another limitation was the time constraint faced by the researcher during the data collection process.
- Results may be affected due to the personal bias and halo effect among aspirants.
- 100 questionnaires were received from 100 respondents.



## BIBLIOGRAPHY

**Vanita (2021)**, A study of Stress Management Strategies among the Competitive Examination Aspirants with special Reference to Civil Medical and Engineering, Amity Institute of Education,2(4), 11-30.

**Suriyakumar and Saraladevi (2016)**. The effects of academic stress and family-related factors on the mental health of students enrolled in upper secondary schools. Journal of Contemporary Educational Research and innovations Vol. 6, 7(3), 155-172.

**Islam and Khan (2017)**. The impact of socio-economic status on senior secondary school students' academic achievement. An International Journal of Education and Applied Social Sciences, Vol. 8, No. 3, pp. 1-7.

**Mohammad (2018)**. The correlation between senior secondary school students' academic achievement and their aspirations for education. International Journal of Multidisciplinary Research, Vol. 8, pp. 34-38.

**Nikitha, Jose and Valsaraj (2015)**. Effectiveness of academic stress management programme on academic stress and academic performance among higher secondary students in selected schools of Udupi District. Nitte University Journal of Health Science,5(4),9-12.

**Sarita and Sonia (2015)**. Academic Stress among Students: Role and Responsibilities of Parents. International Journal of Applied Research, 1(10), 385-388.

**Khan, Altaf and Kausar (2013)**. Effect of Perceived Academic Stress on Student's Performance. FWU Journal of Social Sciences, 7(2), 146-151.

**Kumar, N., & Kaur, G. (2013)**. Stress Management of Senior Secondary School Students in Relation to Socio-Economic Status, Educationia Confab, 2(1), 20-26

**Haris, R., Adnan, M.A.M., & Mohamad, S. (2013)**. Stress Management Skills and University Students' Academic Behaviour: A case Study. Cultivating Research Culture towards Islamic and Arabic Language Education Excellence in Southeast Asia. 3<sup>rd</sup> International Conference on Islamic Education.