

An Empirical Investigation of Engineering Students' Attitude Towards Sports and Physical Education, Cultural Activities and Stress Management

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Abstract: This study gives an empirical perspective regarding engineering students towards sports and physical education, cultural activities and stress management. This research examines various motives for participation and non-participation in various activities. College students involved in lot of stress due to academic work, competition, daily hassles, parental expectations etc. Total sample of 270 respondents who were pursuing Bachelor of Engineering was selected. The students chosen for the study were from departments of Electronics and Telecommunication (E&TC), Computer Science (CSE), Mechanical Engineering (ME), Information Technology (IT) and Electrical Engineering (EE). Chi-square testing was used to test the stated hypothesis in Research Methodology. This research concludes that students pursuing engineering are actively involved in various activities because they are aware of benefit of active participation in sports, physical education and cultural events. At the same time they are also aware about stress management and what are most important causing factors of stress. Result of Hypothesis testing proves that Stress Management is directly proportional to Educational

Performance & Parental Expectation. Sports activities found significant impact on Physical Fitness whereas participation in cultural events if directly related to Stress Management.

Keywords: Stress Management, Physical Education, Cultural Events wellbeing, Sports Events, Mental health.

1. Introduction

For most of the adolescents college life is most memorable and sparkling experience of their life. College is the span of life where they enjoy company of friends, vigorous environment, academic and extracurricular activities. In most of the countries, academic performance is a top most parameter to measure achievement of their ward. Most of the parents gives less importance to Sport, Cultural and Stress related educations. College life platform is considered to be the best to learn all these activities and become a successful human being.

Sports and Physical Education: There are numerous benefits of sports and Physical Education in participating these activities which impacts positively but Parental support is always tilted towards the academic most rather than the physical fitness and health or all other physical and cultural activities. The children's of today's generation are unaware of the true benefit and importance of participation in sports and physical education activities or cultural activities. So these study is basically focused on what are the

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main reasons of students for not participating in cultural or sports event activities after completing their schooling and joining the bachelor course. From the medical perspective, it can be said that Physical activity is not the best way to combat the stress, but it is accepted that it helps to improve its symptoms. Another benefit of Sports, Physical activity or cultural events can reduce the depression level to an extent. It is because in these activities, people are staying with Team, participating in Sports, and it helps to reduce the depression level.

Due to stress the students are not able to continue their daily routine which results to get affected by other disease. It helps the youth to be aware of the leading a physical active lifestyle. The healthy and physical fitness helps the students as well as elders to be healthy, motivated. Along with the Sports, Physical Education Cultural Event also directly impact positively on health. As participation of students in the cultural programs makes them to work with Team, as a result it enhances the leadership, Team efforts, and social responsibilities. In India, importance is given to Sports, Physical Education and Cultural Event. As we can see regarding the sports, Tournaments are organized and the students participate in sports activities.

Stress – It is very common experience in every student's life. Normally stress is a part of everyone's life and it's unavoidable. Stress is a representation of feeling of emotional and physical tension. In general there are only two types of stress, eustress and distress. Eustress is a good stress which motivates the person to reach the goals, which leading towards happiness and success. Distress is a bad stress where person feel helplessness because they don't have control over what happening. So the stress in student's life leads them towards physical and mental problems.

Many factors such as Academic factors, Social Factors, Family Factors, Emotional Factors and Financial Factors etc. are directly proportional to the leading of Stress among Students [1].

The recent research on stress shows that female students were affected more stress than male students since the female students were managed their stress emotionally by expressing feelings, seeking emotional support, denial, acceptance etc., and the male students are occasionally consumed drugs to manage their stress this is alarm for the society [2, 3]. Stress factors always affect student's academic work.

Stress Management - For every human being, it has to undergo through Adolescence stage which occurs between childhood and adulthood. Most of the students feels unsuitability of their mental development with their physiological changes or with the social environment and then suffer from problems arising from scarce adaptations because of rapid mental development.

For college students there most of the stress comes from academic results, personal relations, physical changes, interpersonal relations, social expectations, career exploration, and parent's expectations.

Cultural Events - Now days, in India cultural events are organized large number. They are celebrated in school, collages, but the important thing is students and their attitude towards cultural events; as the students can be called as backbone of India. The events are celebrated for social service and the students are the key indicators for the Events.

Now days, it is observed that students have shown a great enthusiasm about cultural activities because this gives them a chance to show their hidden talent beyond the classroom experience. Because they are inspired by the contributions of artists, scholars, and professionals who serve as role models for them. The students should participate in such events as it increases their self-confidence and motivate them to achieve their Goals.

2. Need for the Study

In Today's Scenario Stress is very important and affecting phenomenon in student's life, so this research focused on identifying the factors which affects or increase students stress level directly or indirectly. In students life stress level is so high and no one is accepting that its cause's physical and mental problems so it's very important to know which factors leads student's towards stress and distract them from their academic commitments. There is need to aware everyone about what factors of stress are and how to manage and face the situations which leads students towards stress. Secondly not many students participates in sports and physical activities in engineering course so to this study is designed to know the participation and non-participation of students in sports and physical education activities before and after joining engineering course. So from this survey we come to know the reasons for participation and non- participation in sports in

engineering course. Likewise from this study we identify the reasons for participation of students in cultural events in engineering course. From this survey based on their responses we can identify the reasons and provide necessary facilities for their participation in sports and cultural activities.

3. Objectives of the Study

- I. To measure the percentage of students who participate in sports and physical education.
- II. To identify the reasons for engineering students to participating or not participating in sports and physical education.
- III. To assess the stress level among the students.
- IV. To find out effect and sources of the stress and give suggestions to overcome the stress.
- V. To understand the most important reasons for engineering students to participation in cultural events.

4. Scope of the Study

This research is intended to understand Engineering Students' attitude towards Sports & Physical Education, Cultural Activities and Stress Management. This research is carried in Vidya Pratishthan's Kamalnayan Bajaj Institute of Engineering and Technology, Baramati.

5. Research Methodology

To fulfill the purpose of study, we have selected the students pursuing Bachelor of Engineering (B.E) in the departments Electronics and Telecommunication (E & TC), Computer Science Engineering (CSE), Mechanical Engineering (ME), Information Technology (I.T) and Electrical Engineering (EE), First, Second and Third Year of their four year course. They were educated about objectives and purpose of the study and agreed to participating in survey on their own willingness. Stress management, Cultural event and sports and physical education participation related questionnaire consisted of 50 questions to assess five major aspects namely factors which affects stress, present participation in sports, reasons for participation and reasons for non- participation in sports, and reasons for participation in cultural activities. Later the data was analysed to fulfilled or meet the defined objectives.

6. Data Collection

This is an Empirical type of Research. Primary and Secondary data sources were used to collect the required data; which is furthermore used to test the stated Hypothesis of the study.

Primary Data: The primary data of 270 sample respondents is collected from VPKBIET, Baramati. For this purpose discussion and questionnaire method was used. The collected data analysed by simple statistics method and represented in the forms of Graphs and tables.

Secondary Data: To study key concepts which is relevant to this research, we have used secondary data sources such as Research papers, Websites, Journals, Internet, Government Reports, and Magazines etc.

7. Hypothesis of the Study

Hypothesis 1:

H0: There is no association between stress management and educational performance among Engineering Students.

H1: There is association between stress management and educational performance among Engineering Students.

Hypothesis 2:

H0: Sports activities doesn't have a significant impact on Physical Fitness among Engineering Students.

H1: Sports activities has a significant impact on Physical Fitness among Engineering Students.

Hypothesis 3:

H0: Participation in Cultural events doesn't have a significant impact on Stress Management among Engineering Students.

H1: Participation in Cultural events has a significant impact on Stress Management among Engineering Students.

Hypothesis 4:

H0: There is a no correlation between Stress

Management and Parental Expectation among Engineering Students.

H1: There is a strong correlation between Stress Management and Parental Expectation among Engineering Students.

8. Data Analysis

Analysis of data involves number of closely related operations that are performed with purpose of summarizing the collected data. This Data is further used to draw conclusion which is used for giving the suggestions if necessary. A structured questionnaire is used and the type of question is Likert scale. The data is analysed through simple statistics technique. Graph, Table and MS-Excel used for data collection.

Likert scale and weightage used for Questionnaire:

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

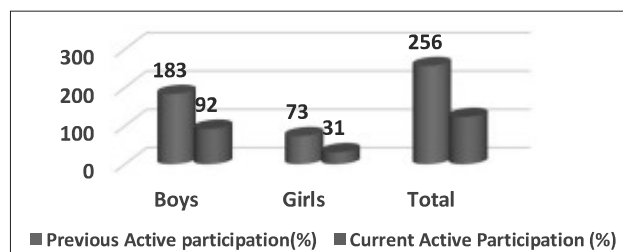
8.1 Student's participation in sports before and after admission into B.E course

The Previous and present participation of students was first analysed by using simple statistics where the respondents answered with Yes or No for their participation previously during school education and also for current participation in Sports and physical education activities. The results are as follows:

Table 1 : Student's participation in sports before and after admission into B.E course

Gender	Total Numbers	Previous Active Participation		Current Active Participation	
		Count	%	Count	%
Boys	189	183	96.8	92	48.6
Girls	81	73	90.0	31	38.2
Total	270	256	-	123	-

Graph 1 : Student's participation in sports before and after admission into B.E course



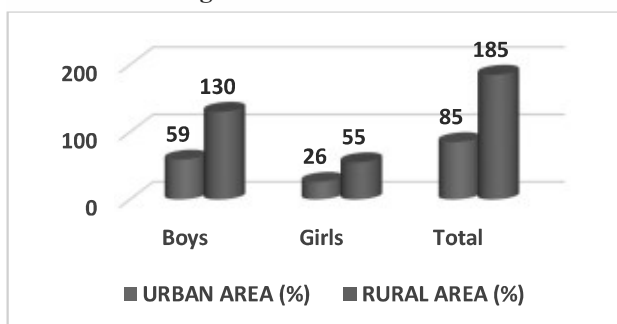
8.2 Demographic Classification of Students -

Demographic Classification of Students was analysed by simple statistics which shows how much students from rural area and how much students from urban areas, and results are as follows:

Table 2 : Classification of students according to rural and urban area

Gender	Total Numbers	Urban Area		Rural Area	
		Count	%	Count	%
Boys	189	59	32.5	130	72.9
Girls	81	26	32.09	55	67.9
Total	270	85	-	195	-

Graph 2 : Classification of students according to rural and urban area



8.3 Responses of student towards reasons for participation in Sports

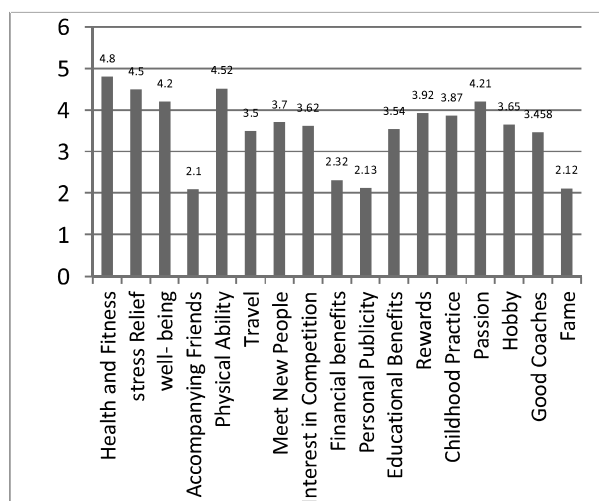
In the given questionnaire, the responses options given for the subject was between 1 to 5 where 1 is Strongly Disagree, 2 is Disagree, 3 is for Neutral, 4 is for Agree and 5 stands for Strongly agree which will be highest score that can be given by individual for any reason. The Respondents accordingly give their inputs and likewise questionnaire filled by respondents.

Table 3 : Responses of student towards reasons for participation in sports

Sr. No	Reasons For Sports Participation	Mean Score
1	Health and Fitness	4.8
2	Stress Relief	4.5
3	Well- being	4.2
4	Accompanying Friends	2.1
5	Physical Ability	4.52
6	Travel	3.5
7	Meet New People	3.7

8	Interest in Competition	3.62
9	Financial benefits	2.32
10	Personal Publicity	2.13
11	Educational Benefits	3.54
12	Rewards	3.92
13	Childhood Practice	3.87
14	Passion	4.21
15	Hobby	3.65
16	Good Coaches	3.45
17	Fame	2.12

Graph 3 : Responses of student towards reasons for Participation in Sports



The second approach towards the data was to analyse different reasons for which the student participates in the sports. In questionnaire there were 17 reasons listed with options to give responses. According to the responses collected from students data were analysed.

8.4 Responses of student towards reasons for Non-Participation in Sports

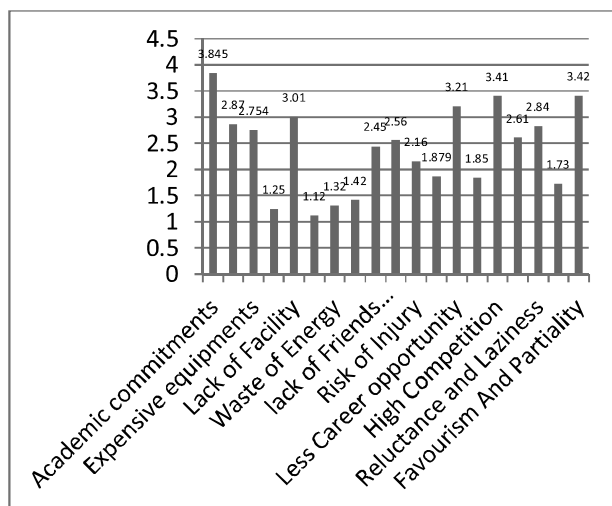
There were two categories of respondents who participated in the study. The first category were the students who still have interest in sports or participate in sports after taking admission to B.E course after their school and second category were the ones who stopped participating in sports and physical education activities after joining B.E course. To survive the objective of identifying the reasons for non-participating in sports and physical activities the below data was obtained and analysed. The questionnaire contained 19 various reasons listed with options to give responses. All the 19 statements were

reasons for non- participating in sports and physical educational activities. All the responses given by students were analysed.

Table 4 : Responses of student towards reasons for non-participation in Sports

Sr. No	Reasons For Non-Participation in Sports	Mean Score
1	Academic Commitments	3.845
2	No Childhood Practices	2.87
3	Expensive Equipment's	2.754
4	Waste of Time	1.25
5	Lack of Facility	3.01
6	Meant For Children Only	1.12
7	Waste of Energy	1.32
8	Religious Restrictions	1.42
9	Lack of Friends participation	2.45
10	Ill Health	2.56
11	Risk of Injury	2.16
12	Exposes of Body	1.879
13	Less Career Opportunity	3.21
14	More Opportunity for Male	1.85
15	High Competition	3.41
16	Difficulty in Getting Selected	2.61
17	Reluctance and Laziness	2.84
18	Friends Don't Want Me To participate	1.73
19	Favourism And Partiality	3.42

Graph 4 : Responses of student towards reasons for non-participation in sports



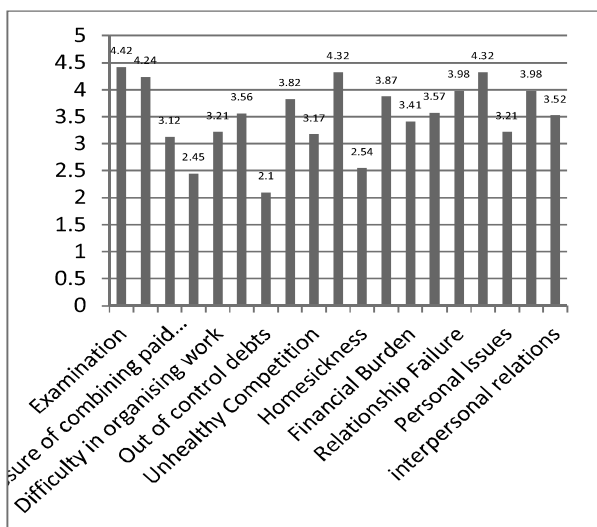
8.5 Responses of student towards the factors of Stress

To attain the objective of identifying the factors this leads students towards stress, the data was analysed. In below table there were listed 19 factors which cause stress to students with the responses.

Table 5 : Responses of students towards the factors of Stress.

Sr. No	Factors of Stress	Mean Score
1	Examination	4.42
2	Deadlines	4.24
3	Pressure of combining paid work & study	3.12
4	Returning to study	2.45
5	Difficulty in organizing work	3.21
6	Poor time management	3.56
7	Out of control debts	2.1
8	Leaving assignments to last minutes	3.82
9	Unhealthy Competition	3.17
10	Parental expectations and style	4.32
11	Homesickness	2.54
12	Social anxiety	3.87
13	Financial Burden	3.41
14	Lack of self Confidence	3.57
15	Relationship Failure	3.98
16	Social Life and status	4.32
17	Personal Issues	3.21
18	Career Exploration	3.98
19	interpersonal relations	3.52

Graph 5 : Responses of students towards the factors of Stress.



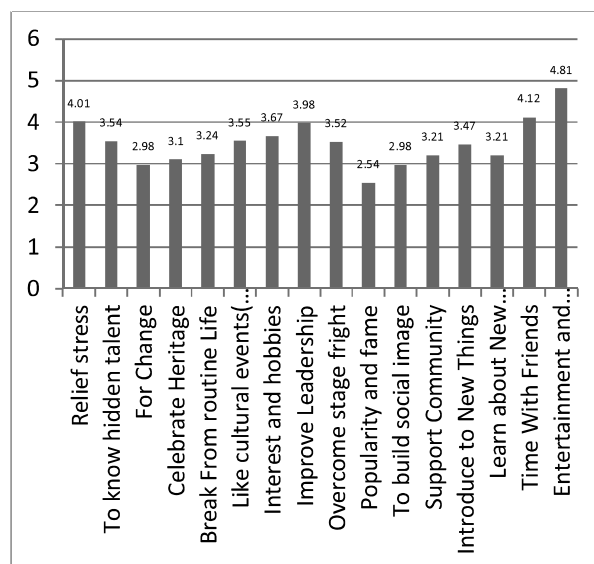
8.6 Responses of student towards the reasons of participation in Cultural Events

To achieve objective that to know the reasons of participation in cultural activities below 16 reasons is listed with responses. All the responses were collected and analysed.

Table 6 : Responses of students towards the reasons of participation in Cultural Events

Sr. No	Reasons For Participating in Cultural Activities	Mean Score
1	Relief stress	4.01
2	To know hidden talent	3.54
3	For Change	2.98
4	Celebrate Heritage	3.1
5	Break From routine Life	3.24
6	Like cultural events(excitements)	3.55
7	Interest and hobbies	3.67
8	Improve Leadership	3.98
9	Overcome stage fright	3.52
10	Popularity and fame	2.54
11	To build social image	2.98
12	Support Community	3.21
13	Introduce to New Things	3.47
14	Learn about New Culture	3.21
15	Time With Friends	4.12
16	Entertainment and Enjoyment	4.81

Graph 6 : Responses of students towards the reasons of participation in Cultural Events



9. Hypothesis Testing

In this section we have tested the stated hypothesis using Chi Square Test for testing significant effect is the parametric test for testing the difference between more than three categories of the testing variable.

Table 7: Results of Pearson Chi-Square Tests

Parameters	Calculated Value	Degree of Freedom	Asymptotic Significance (2-sided)	Result
Stress Management and Educational Performance	52.05	4	0.000	Null Rejected
Sports activities and Physical Fitness	68.34	4	0.000	Null Rejected
Participation in Cultural Events and Stress Management	49.78	4	0.000	Null Rejected
Stress Management and Parental Expectation	56.97	4	0.000	Null Rejected

Hypothesis 1: (Null Rejected)

H0: There is no association between stress management and educational performance among Engineering Students.

H1: There is association between stress management and educational performance among Engineering Students.

These results indicates that there is statistically relationship (Association) between Stress Management and Educational Performance (chi – square with 3 degree of freedom = 52.05, $p = 0.000$). Here expected table value is 19.453 however actual calculated value is more than table value. Hence Null Hypothesis is rejected.

Hypothesis 2: (Null Rejected)

H0: Sports activities doesn't have a significant impact on Physical Fitness among Engineering Students.

H1: Sports activities has a significant impact on Physical Fitness among Engineering Students.

These results indicates that there is a Statistical

impact of participation in the sports activities on Physical Fitness (chi – square with 3 degree of freedom = 68.34, $p = 0.000$). Here expected table value is 24.485 however actual calculated value is more than table value. Hence Null Hypothesis is rejected.

Hypothesis 3: (Null Rejected)

H0: Participation in Cultural events doesn't have a significant impact on Stress Management among Engineering Students.

H1: Participation in Cultural events has a significant impact on Stress Management among Engineering Students.

These results indicates that there is statistically relationship (Association) between Participation in Cultural events and Stress Management (chi – square with 3 degree of freedom = 49.78, $p = 0.000$). Here expected table value is 14.144 however actual calculated value is more than table value. Hence Null Hypothesis is rejected.

Hypothesis 4: (Null Rejected)

H0: There is a no correlation between Stress Management and Parental Expectation among Engineering Students.

H1: There is a strong correlation between Stress Management and Parental Expectation among Engineering Students.

These results indicates that there is statistically correlation between Stress Management and Parental Expectation (chi – square with 3 degree of freedom = 556.97, $p = 0.000$). Here expected table value is 29.997 however actual calculated value is more than table value. Hence Null Hypothesis is rejected.

10. Discussion

Students Participation in Sports: The statistics from Table 1 and Graph 1 shows those out of 189 male students who have taken part in survey 181 student's i.e. 96.8% were active in sports and physical education activities earlier during their schooling and now after joining engineering only 92 boys i.e. 48.6% of total male population are active in sports and physical education activities which shows that participation of boys has come down by 48.2% after joining

Engineering course. Similarly out of 81 female students who have taken the survey 73 students i.e. 90% were active in sports and physical education activities earlier during their schooling and now after joining engineering only 31 girls i.e. 38.2% of total female population are active in sports and physical education which shows that participation of girls has come down by 51.8% after joining engineering course. On an Average the statistics reflects that percentage of engineering students participating in sports prior to joining the engineering was 93.4% and after joining the course it has come down to 43.4% due to various reasons. The values obtained from the analysis of data which are mentioned in Table 1 and represents by Graph 1 shows that students are more active in sports and physical education activities before they get in to professional engineering courses and their participation is cut down to various reasons after joining the engineering course.

Reasons for Sports Participation: Students have expressed their reasons for participation in sports and physical education activities by filling the questionnaire with values 1 to 5 in relation to various reasons which were listed in questionnaire. The data analyzed in present Table 3. It shows that the top three reasons (scores >4.5) for which engineering students participating in sports to maintain physical fitness and health (Score-4.8/5), to improve physical ability (Score- 4.52/5) and to get relief from stress (Score-4.5/5). The second level of reasons (Scores- 3.5 to 4.5) Express by the participants were for passion (Score-4.2/5), to Well-Being (Score- 4.2/5), for rewards which they get (Score-3.92/5), to meet new peoples (Score-3.7/5), as a hobby (Score-3.65/5), due to childhood practices (Score-3.87/5), for educational benefits (Score-3.54/5), love to travel (Score-3.5/5), Interest in competition (Score-3.62/5). The third level of reasons (Score<3.5) expressed by the participants were to gain personal publicity (Score-2.13/5), For accompanying friends (Score-2.1/5), For getting financial benefits (Score-2.32/5), because of good coaches (Score-3.458), for getting Fame (Score-2.12/5).

This analysis shows that the students pursuing the Bachelor of Engineering who have passion towards the sports, know the importance of fitness and physical health continue their participation in sports as they aware of the mental , physical and social benefits that they gain through sports and physical activities. In addition regular childhood practices, getting rewards, joy of travelling and getting

connected with new peoples across the world, interest in competing are some other reasons expressed by the subjects. Students lastly active in sports because of getting financial benefits, due to their association with good coaches, for getting social fame and personal publicity. All these reasons contribute in participation of students in sports and physical activities.

Reasons for Non- Participation in Sports: The another part of questionnaire consist of 19 reasons for which the students did not participate in sports and physical related activities and the subjects gave their responses to each reason with grading 1 to 5. The data obtained was analyzed and represented in Table 4 and graphically presented in Graph 4.

The main reason for non-participation in sports as expressed by engineering students was Academic Commitments (Score-3.845/5) followed by the second level of reasons (Score 2.5 to 3.5) were Favourism and partiality (Score-3.42/5), High Competition (Score-3.41/5), Reluctance and Laziness (Score-2.84/5), Less Career Opportunity (Score-3.21/5), Difficulty in getting Selected (Score-2.61/5), Ill health (score-2.56/5), Lack of Facility (Score-3.01/5), expensive equipment's (Score-2.754/5), No childhood Practices (Score-2.87/5). The third Level of reasons (Score 2 to 2.5) were lack of friends participation (Score-2.45/5), Risk of Injury (Score-2.16/5). The finally the other reasons (Score<2) express were Waste of time (Score-1.25/5), Meant for children's only (Score- 1.12/5), Waste of energy (Score-1.32/5), Religious restrictions (1.42/5), Exposes of body (Score-1.879/5), More opportunities for male (score-1.85/5) and Friends don't want me to play (Score-1.75/5).

According to the above statistics it was understood that students perusing there Engineering course have academic commitment as a barrier in participation in sports and physical activity. The expectation from parents is the major reason why student are liable to academic commitments and are aimed at working hard to achieve their goals. This parental expectation does not allow them to deviate from academics towards sports and physical activity. Reluctance and Laziness in also an impacting factor on youngsters for not participation in sport. Experience of Favourism or partiality affects students moral and that also affect participation in sports. In today's generation youngsters want everything easily available without any efforts and that not possible so without working hard selection will not happen so this is also reason for

non-participation. Some other reasons for non-participation in sports are illness, waste of time and energy, Risk of Injury, Religious restrictions, Lack of friend's participation. It was also observed that the facilities and infrastructure of engineering institution was not fulfilling the need of students which is one reason for non-participation. Expensive equipment's were also a reason in which students cannot afford the equipment's and that's why they want to participate but they don't. Another common reason that reduces the interest of students in sports is lack of childhood participation. Some students have express that the dress they need to wear while playing exposes their body makes them feel uncomfortable.

Factors of Stress: Next part of questionnaire consists of 19 factors by which students of engineering feel stress and the subject gave their responses to each factors with grading 1 to 5. The data obtained was analyzed and presented in Table No 5 and graphically presented in Graph No 5.

Students have expressed the reasons of stress by filling the questionnaire with values 1 to 5 in relation to various factors which were listed in questionnaire. The data analyzed in present Table 5. It shows that the top Five reasons (scores >4.0) which leads students towards stress is first and most common factor Examination (Score-4.42/5) , Parental expectations and style (Score-4.32/5), Social Life and status (Score-4.32/5) and Deadlines (Score-4.24/5). The second level of Factors of stress is (Score-3.5 to 4) express by the participants were Career Exploration (Score- 3.98/5), Interpersonal relations (Score-3.52/5), Relationship Failure (Score- 3.98/5), Lack of Self Confidence (Score- 3.57/5), Social anxiety (Score-3.87/5), Leaving Assignment to last moment (Score- 3.82) and Poor time management (Score-3.56/5). Third level of Factors of stress is (Score-2.5 to 3.5) express by the participants were Homesickness (Score-2.54/5), Pressure of combining paid work and study (Score- 3.12/5), Difficulty in organizing work (Score- 3.21/5), Financial Burden (Score 3.41/5), Personal Issues (Score- 3.21/5). Last level of factors of stress (Score<2.5) were Returning to study is also a factor (Score-2.45/5), Out of debts (Score-2.1/5).

In the analysis of data it observed that the main factor of stress in students who perusing their engineering degree is Examination which held by colleges. Mostly student feel stress during their examination and along with that parental expectation

is also one of the factor which leads students towards stress. Parents have more expectations from their children's so to fulfill parent's expectation students have to perform well in academics. In today's generation youngsters are most affected by their social status and life so it becomes more important in their life. Social life affects student's mental health. There are other factors like deadlines, career exploration, interpersonal relation which directly and indirectly affect student's life and leads them towards stress. Now days in youngster life personal relationships get more importance than other things and if they get failure in that then they feel very depressed so this is also a major factor among engineering students for stress. Some other factor like lack of self-confidence, leaving assignment for last movement, poor time management, social anxiety, homesickness, difficulty in organizing work are affect students life which impact their academic performance. Financial burden and out of debts is also some factors which cause stress to students.

Reasons for participating in Cultural events: Last part of questionnaire consists of 16 reasons for which the students participate in cultural events and the subjects gave their responses to each reason with grading 1 to 5. The data obtained was analyzed and represented in Table 6 and graphically presented in Graph 6.

There were main three reasons for student's participation in cultural events (Score>4) first is Entertainment and Enjoyment (Score-4.81/5), spending more and more time with friends (Score-4.12/5), to relief their stress (Score-4.01/5). The second levels of reasons for participation in cultural events are (Score- 3.5 to 4) Improve Leadership skills (Score-3.98/5), to overcome stage fright (Score-3.52/5), Just for interest and hobbies (Score-3.67/5), Like cultural events (Score-3.55/5), To know the hidden talent (Score-3.54/5). The third level of reasons for participation in cultural events is (score- 3 to 3.5) to celebrate heritage (Score-3.1/5), Break from a daily routine (Score-3.24/5), to support community (Score-3.21/5), Like to learn about new culture (Scope- 3.21/5). And lastly level of reasons (Score<3) consist of other reasons like for change (Score-2.98/5), for getting popularity and fame (Score-2.54/5), to build a social image (Score-2.98/5).

This analysis shows that Entertainment and enjoyment is most common reason among students in participation in cultural events. To get Relief from

stress students participate in cultural activities and enjoy the events. From Stressful life students get some break from daily routine that is also one reason students participate in cultural events. Some students want to improve their leadership skills and to overcome stage fright. Some other reasons are also there by which they participate in cultural events like to celebrate heritage, to support community, to know more about our culture and also to know and understand others culture. To know hidden talent cultural events are the best way. Some students participate in cultural events for change. These are some different reasons for students to participate in cultural events. Everyone wants some popularity and fame in college so cultural events help students to show their talent and get popularity and build social image.

11. Conclusion

The Following conclusions are drawn from this Research:

- Students are actively participating in Sports and Physical education activities during their schooling and pre-college education.
- Students who previously participating in Sports and Physical education activities are found strongly aware about physical, mental and social benefits and importance in career planning.
- After joining an Engineering course participation of students in Sports and Physical activities come down due to Academic commitments.
- One of the reasons of students not participating in Sports and Physical activities is lack of proper infrastructure and facilities.
- Good coaches and awareness about the physical and mental health are some reasons that some students active in sports and physical education.
- Examination and Parental expectations are some major factors of stress which affects students most.
- Social life and personal relationships and failure in relationship are some other factors which affect or distract students focus from their study or academics and its leads them towards the stress.
- The reasons for stress cannot be limited; it varies

according to students and their psychology.

- Entertainment and enjoyment and relief from stress are most common reasons for students to participate in cultural events activities.
- Students also participate in cultural activities to show their hidden talents, to improve their leadership skills.
- To get break from daily routine life and for sake of change students participates in cultural activities.
- In this study it shows that Participation in sports and physical education activities or participation in cultural events directly impact on stress. So Stress management, Participation in sports and physical activities and cultural activities are directly or indirectly impact each other.
- Student's perception towards participation in sports and participation in cultural events as a stress buster.
- Result of Hypothesis Testing concludes that there is an association between Stress Management and Education Performance.
- Sports activities has a significant impact on Physical fitness.
- Participation in Cultural events has a significant impact on Stress Management.
- There is a strong correlation between Parental expectation and Stress Management.

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