4.0 RESULTS AND DISCUSSIONS

Method of Data Analysis

According to Nwana(1981), analysis of data refers to those techniques whereby the investigator extracts from data, an information that was not apparently there before and which would enable a summary description of the subject studied to be made. The information being referred to here is the information that enabled the study testthe research hypothesis. Data collected were presented in table of simple percentage and tested the research hypothesis using 't'- test, Analysis of Variance(ANOVA) Multi-variate Analysis to enable the research to ascertain the effect of relationship amongthe variable in the study.

The data was first entered in an excel file and then exported into SPSS 21.0.1 version. Thus, Using SPSS software the present study results were analyzed. Missing data and logical checks were performed at the first level. The accuracy of the data was checked by proof reading the questionnaires against the SPSS data window.

Table-2

Shows the demographic details of the students.

S. No	Variable	Group	N	%
1	**Gender**	Male	130	54
		Female	110	46
		Total	**240**	**100**
2	**Age**	18	4	2
		19	5	2
		20	132	55
		21	88	37
		22	7	3
		23	0	0
		24	3	1
		25	1	0
		Total	**240**	**100**
3	**Branch**	IT	10	4
		CSE	7	3
		ECE	126	53
		EEE	78	33
		EIE	13	5
		MECH	6	3
		Total	**240**	**100**
4	**Religion**	Hindu	192	92
		Muslim	6	3
		Christian	10	5
		Total	**209**	**100**
5	**Nativity**	Urban	152	63
		Semi-Urban	27	11
		Rural	39	16
		Semi-Rural	22	9
		Total	**240**	**100**
6	**Community**	OC	52	22
		BC	140	58
		OBC	37	15
		MBC	11	5
		SC	0	0
		ST	0	0
		Total	**240**	**100**

7	**Father's Education**	SSLC	111	46
		HSC	24	10
		Diploma	28	12
		Graduation	55	23
		Post-graduation	21	9
		Doctorate	0	0
		Total	**240**	**100**
8	**Mother's Education**	SSLC	133	55
		HSC	5	2
		Diploma	42	18
		Graduation	45	19
		Post-graduation	15	6
		Doctorate	0	0
		Total	**240**	**100**
9	**Father's Occupation**	Private	65	27
		Self-employed	87	36
		Government	49	20
		Others	39	16
		Total	**240**	**100**
10	**Mother's Occupation**	Private	33	14
		Self-employed	39	16
		Government	10	4
		Others	158	66
		Total	**240**	**100.00**
11	**Type of Family**	Joint	61	25
		Nuclear	179	75
		Total	**240**	**100**
12	**No. of Training Programmes Attended**	One	104	43
		Two	35	15
		Three	48	20
		Four	3	1
		Five	50	21
		Total	**240**	**100.00**
13	**Medium of Study in 12th**	Tamil	45	19
		English	195	81
		Total	**240**	**100.00**

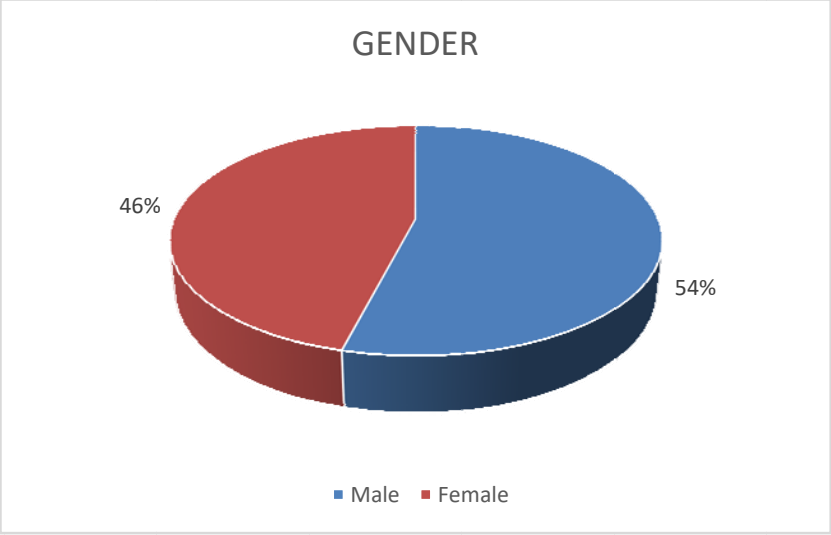
Table-3

Shows the gender wise distribution of the students.

S. No.	Gender	N	%
1	Male	130	54.0
2	Female	110	46.0
Total		240	100

Fig.- 1

Pie chart shows the gender wise distribution of the students



Inference:

The above Table-3 and pie chart indicates that most respondents were male (54%) in the study.

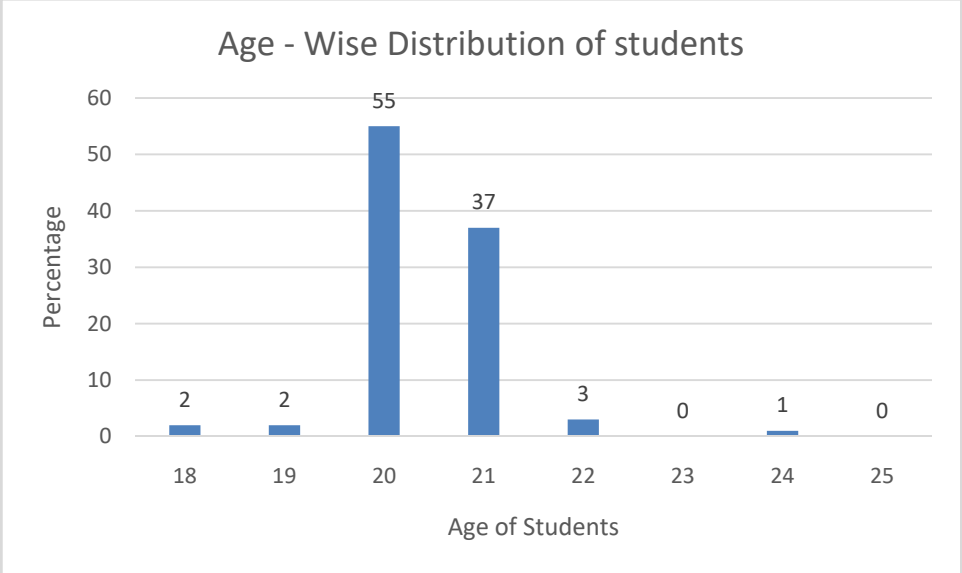
Table-4

Shows the age wise distribution of the students.

S. No.	Age (In years)	N	%
1	18	4	2
2	19	5	2
3	20	132	55
4	21	88	37
5	22	7	3
6	23	0	0
7	24	3	1
8	25	1	0
Total		240	100

Fig.-2

Pie chart shows the age wise distribution of the students



Inference:

The above Table-4 and bar chart indicates that majority of the students are 20years of age (55%) in the study.

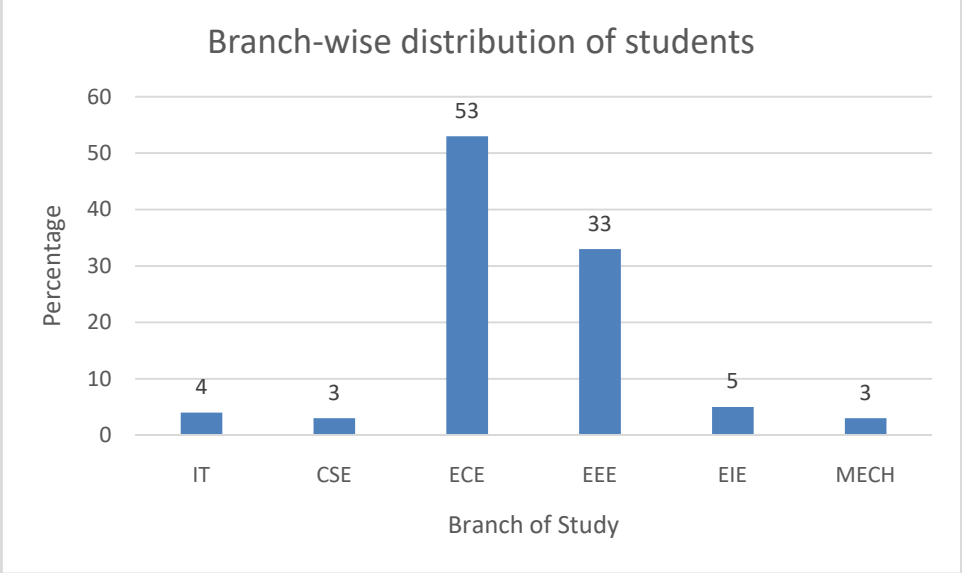
Table-5

Shows the branch-wise distribution of the students.

S. No.	Branch	N	%
1	IT	10	4
2	CSE	7	3
3	ECE	126	53
4	EEE	78	33
5	EIE	13	5
6	MECH	6	3
Total		240	100

Fig-3

The Bar chart the branch-wise distribution of the students.



Inference:

The above Table-5 and bar chart indicates that majority of the students are from ECE Branch (53%) in the study.

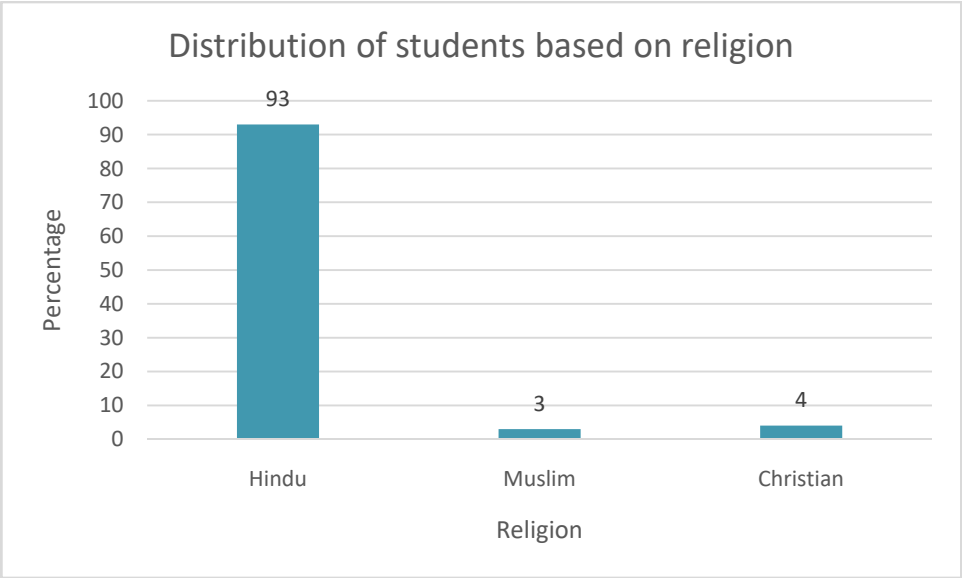
Table-6

Shows the distribution based on the religion of the students.

S. No.	Religion	N	%
1	Hindu	224	93
2	Muslim	6	3
3	Christian	10	4
Total		240	100

Fig.- 4

The Bar chart shows the distribution based on the religion of the students.



Inference:

The above Table-6 and bar chart indicates that majority of the students follow Hinduism (93%) in the study.

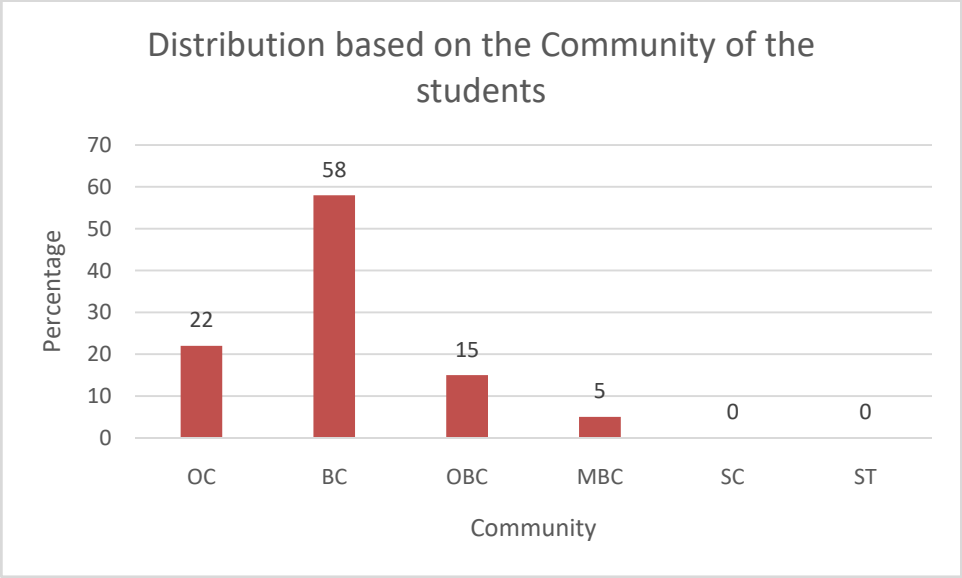
Table-7

Shows the distribution based on the community of the students.

S. No.	Community	N	%
1	OC	52	22
2	BC	140	58
3	OBC	37	15
4	MBC	11	5
5	SC	0	0
6	ST	0	0
Total		240	100

Fig-5

The Bar chart shows the distribution based on the community of the students.



Inference:

The above Table-7 and bar chart indicates that majority of the students are from BC community (58%) in the study.

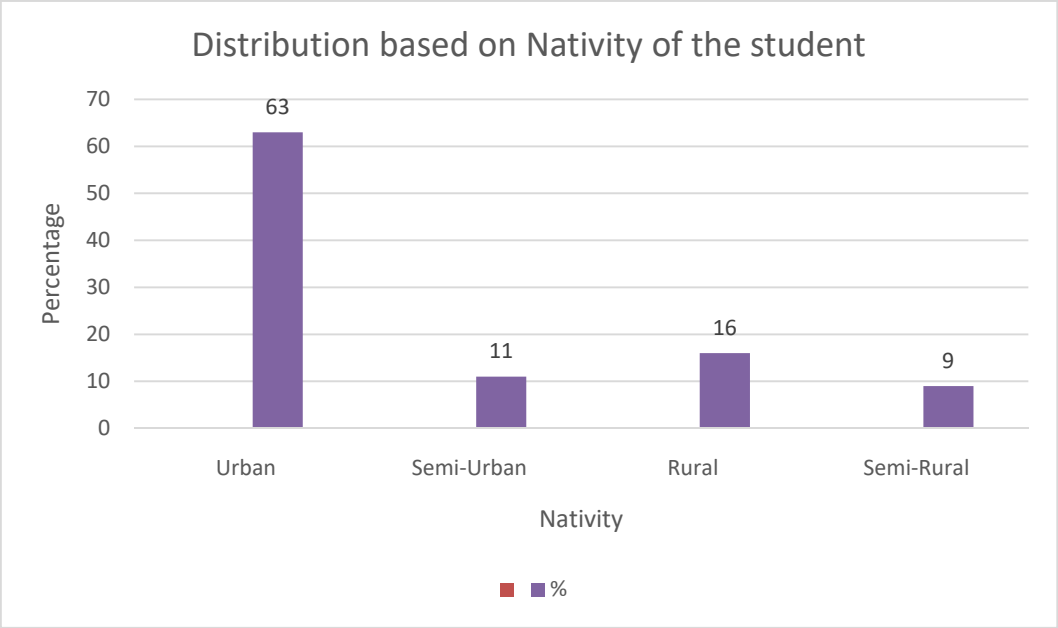
Table-8

Shows the distribution based on nativity of the students

S. No.	Nativity	N	%
1	Urban	152	63
2	Semi-Urban	27	11
3	Rural	39	16
4	Semi-Rural	22	9
Total		240	100

Fig.-6

The Bar chart shows the distribution based on the nativity of the students.



Inference:

The above Table-8 and bar chart indicates that majority of the students are from urban area (63%) in the study.

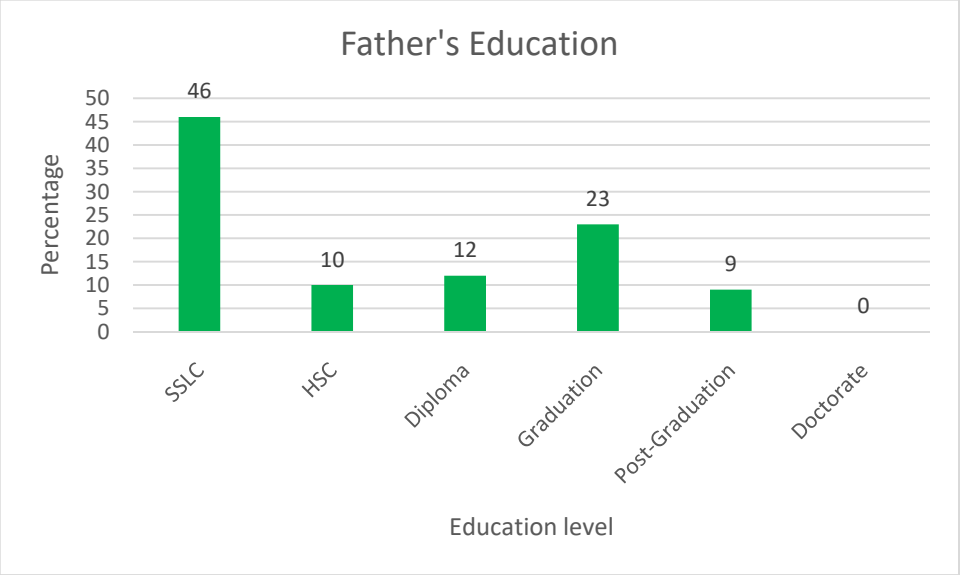
Table-9

Shows distribution based on the education of the student's father.

S. No.	Father's Education	N	%
1	SSLC	111	46
2	HSC	24	10
3	Diploma	28	12
4	Graduation	55	23
5	Post-Graduation	21	9
6	Doctorate	0	0
Total		240	100

Fig.-7

The Pie chart shows the distribution based on the education of the student's father.



Inference:

The above Table-9 and bar chart indicates education level of father with majority of them being SSLC (46%) in the study.

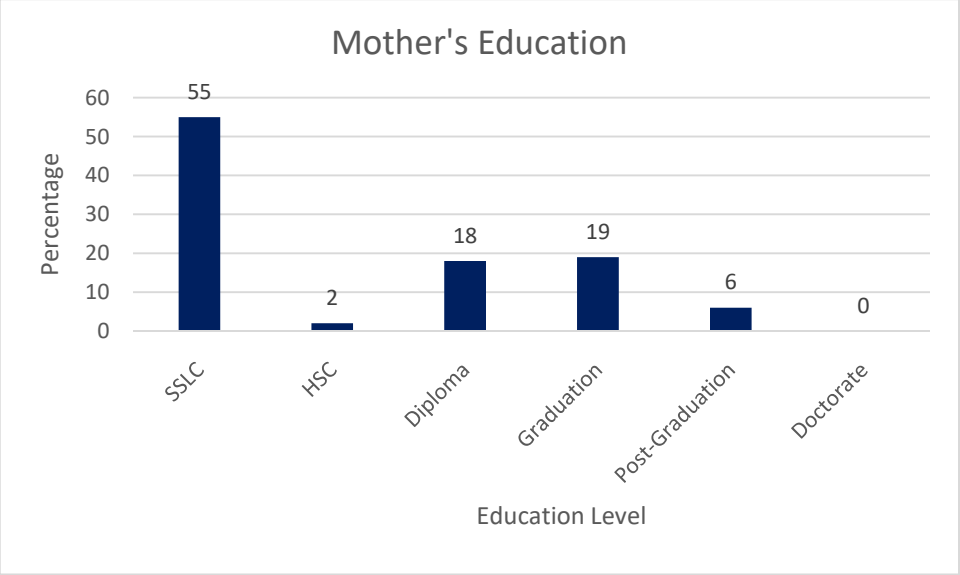
Table-10

Shows the distribution based on the education of the student's mother

S. No.	Mother's education	N	%
1	SSLC	133	55
2	HSC	5	2
3	Diploma	42	18
4	Graduation	45	19
5	Post-Graduation	15	6
6	Doctorate	0	0
Total		240	100

Fig.-8

The pie chart shows the distribution based on the education of the student's mother.



Inference:

The above Table-10 and bar chart indicates education level of mother with majority of them being SSLC (55%)

Table-11

Shows the distribution based on the occupation of the student's father.

S. No.	Father's occupation	N	%
1	Private	65	27
2	Self – Employed	87	36
3	Government	49	20
4	Others	39	16
Total		240	100

Fig.-9

The bar chart shows the distribution based on the occupation of student's father.

Inference:

The above Table-11 and bar chart indicates father's occupation with majority of them being Self-employed (36%) in the study.

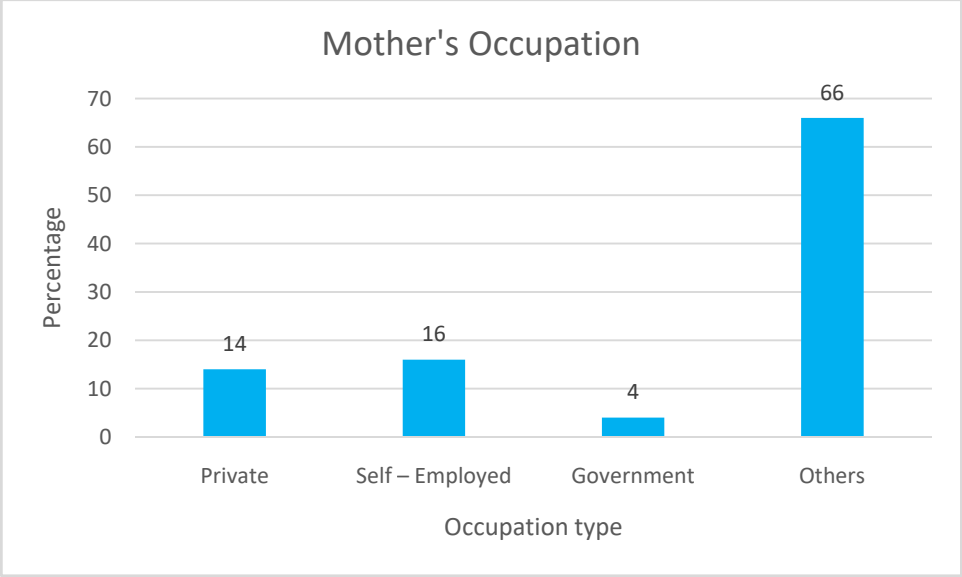
Table-12

Shows the distribution based on the occupation of the student's mother.

S. No.	Mother's occupation	N	%
1	Private	33	14
2	Self – Employed	39	16
3	Government	10	4
4	Others	158	66
Total		240	100

Fig.-10

The bar chart shows the distribution based on the occupation of student's mother.



Inference:

The above Table-12 and bar chart indicates mother's occupation with majority of them being home makers (66%) in the study.

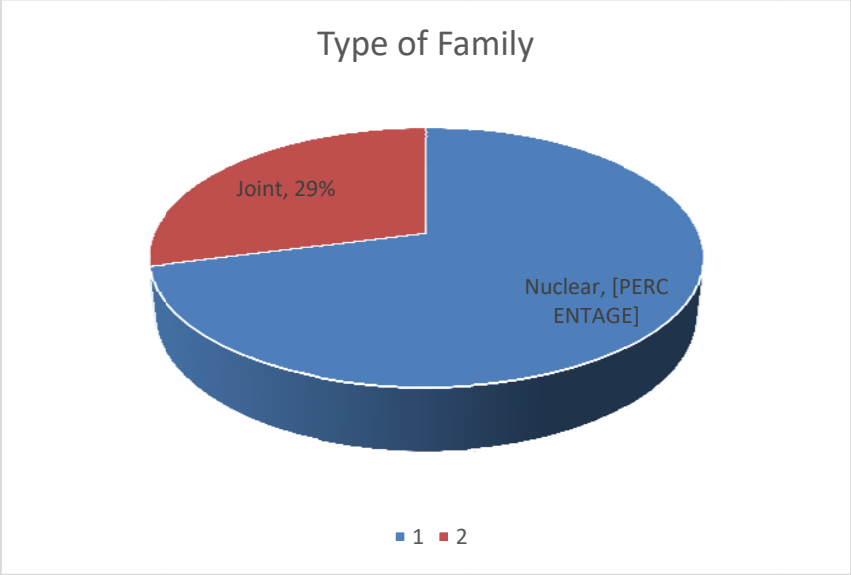
Table-13

Shows the distribution based on the type of family.

S. No.	Type of family	N	%
1	Joint	61	25
2	Nuclear	179	75
Total		209	100

Fig.-11

The pie chart shows the distribution based on the type of family.



Inference:

The above Table-13 and pie chart indicates that majority (75%) of the families are of nuclear type in this study.

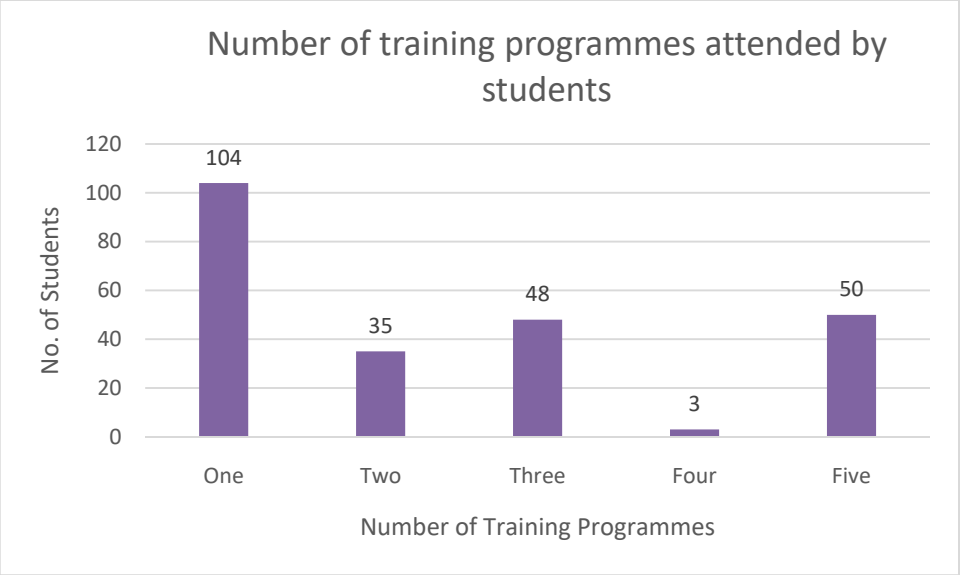
Table-14

Shows the distribution based on no. of training programmes students attended.

S. No.	No of training programmes attended	N	%
1	One	104	43
2	Two	35	15
3	Three	48	20
4	Four	3	1
5	Five	50	21
Total		240	100

Fig.-12

The pie chart shows distribution of no. of training programmes students attended.



Inference:

The above Table-14 and bar chart indicates that 104 students have attended at least one training programme in the study.

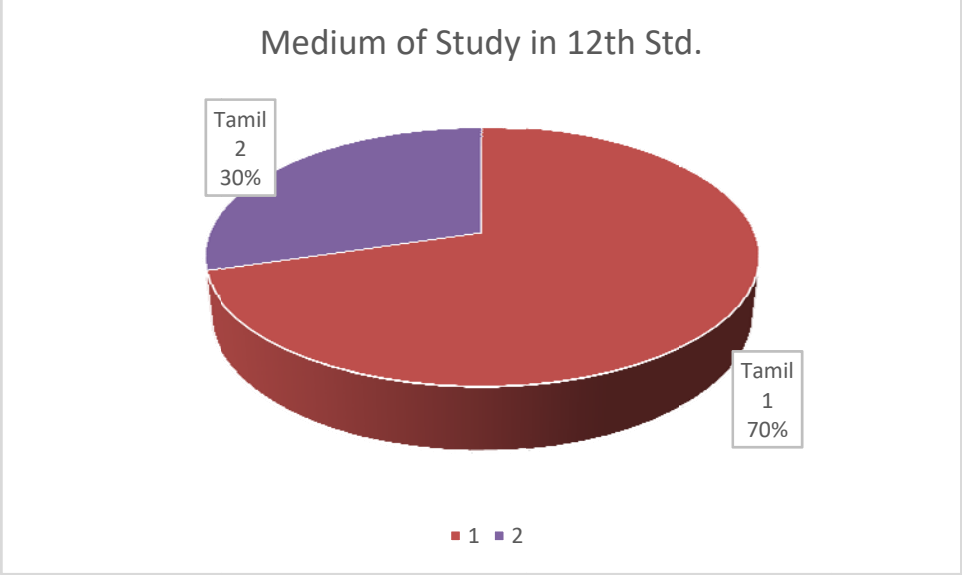
Table 15

Shows the distribution based on medium of study in 12th standard.

S. No.	Medium of study in 12th	N	%
1	Tamil	45	19
2	English	195	81
Total		240	100

Fig. 13

The pie chart shows the distribution based on medium of study in 12th standard.



Inference:

The above Table-15 and pie chart indicates that majority (81%) of the students studied in English medium in 12th standard.

Table-16

Shows that Correlation Coefficient of any of the variables of Communication Skills

Variables / Variables	Feed back	Listening	Articulation	Communication Skills (Total Score)
a) Feed back	-	0.664**	0.691**	0.853**
b) Listening	-	-	0.705**	0.923**
c) Articulation	-	-	-	0.883**
Communication Skills (Total Score)	-	-	-	-

** Sig. at 0.01 Level

The above Table-16 shows correlation Co-efficient for the sub-scales of Communication Skills. The variable of feedback related with listening skills and the correlation is found to be 0.664 which was significant at 0.01 Level.

When the variable of feedback related to the articulation skill the correlation value was found to be 0.691 and significant at 0.01Level. Again, the variable of feedback compared to the total score communication skill and the correlation was found to be 0.853 which was significant at 0.01Level.

The variable of listening skills associated with listening skills and the correlation value was found to be 0.705 which is significant at 0.01 Level. When listening skills associated with the total scores of communication skills, the correlation value was found to be 0.923 which was significant at 0.01 Level.

Finally, the variable of articulation skill was associated with the total communication skill and “r” value was found to be 0.883 with significance at 0.01level.

Table-17

Shows the Correlation Coefficient of any of the study variables of Communication Skills, Leadership Skills and Symptoms of Stress.

Variables / Variables	Communication Skills	Leadership Skills	Stress Symptoms
a) Communication Skills	-	0.721**	0.207**
b) Leadership Skills	-	-	0.270**
c) Stress Symptoms	-	-	-

** Sig. at 0.01 level

The above Table-17shows correlation Co-efficient for the study variable of Communication Skills, Leadership Skills and Symptoms of Stress. The variable of Leadership Skills compared with Communication skills shows correlation of 0.721, which was significant at 0.01 Level.

When the variable of Symptoms of Stress related to the Communication skill in the study the correlation value was found to be 0.207 and significant at 0.01level. Again, the variable of symptoms of stress compared to the leadership skills, the correlation value was found to be 0.270 significant at 0.01Level.

Therefore, the formulated hypothesis (No.1) stated that “There is a significant association among the variables of Communication Skills, Leadership Skills and Symptoms of stress” is accepted.

Table-18

Shows significance of Mean Difference between Male and Female on Communication Skills

Gender	N	Mean	S.D	M.D	S.E	't'
Male	130	34.76	11.226	5.59	1.436	3.892**
Female	110	40.35	10.968			

** - Sig. at 0.01 level

The obtained't' value of 3.892 significance at 0.01Level. The value indicates that there is a significant mean difference between male and female students on communication skills. The above Table-18 shows that female group of students have obtained higher mean value of 40.35 compared to male group (mean =34.76).

Therefore, the proposed hypothesis (No.2a(i)) stated as "Male and Female students do not differ on the variable of Communication Skills" is rejected.

The result of the present student is confirmed with earlier studies of **Muge Yilmazet al. (2011)** study aimed to investigate communication skill levels of University Students according to gender and early maladaptive schemas. The research group consisted of 210 students in Ondokuzmayıs University, Education Faculty. "Evaluation of Communication Skills Inventory" and "Young Schema Scale" were administered to the research groups. MANOVA was used to analyze the data. The essential influence of the gender factor ($F(1.188)= 97.705$; $p<.001$) alone on the level of communication skills is found to be significant. The point averages of communication skills of female students (X=158.73) is higher than the point averages of communication skills of male students (X=135.51) This finding shows that gender is a crucial factor in the communication skills of students.

Table-19

Shows significance of Mean Difference between Male and Female on Leadership Skills

Gender	N	Mean	S.D	M.D	S.E	't'
Male	130	71.37	17.801	1.269	2.114	0.600
Female	110	70.10	14.951			(N.S)

NS– Not Significant

The obtained't' value of 0.600 is not significant. The value indicates that there is a significant mean difference between male and female students on leadership skills. The table shows that male group of students have obtained higher mean value of 70.10 compared to female group (mean =71.37).

Therefore, the proposed hypothesis (No.2a(ii)) stated as "Male and Female students do not differ on Leadership Skills" is accepted.

The result of the present student is confirmed with earlier studies of engineers by **David et al. (2006)**where they state that one solution for preparing engineering graduates to become better workplace problem solvers is converting their curricula to problem-based learning (PBL). PBL programs replace traditional courses with integrated, interdisciplinary sets of complex problems that students learn to collaboratively solve.

Table-20

Shows significance of Mean Difference between Male and Female on the Symptoms of Stress

Gender	N	Mean	S.D	M.D	S.E	't'
Male	130	110.64	11.631	2.720	1.546	1.759
Female	110	107.92	12.184			(N.S)

NS– Not Significant

The obtained't'- value of 1.759 is not significant. The value indicates that there is a significant mean difference between male and female students on Symptoms of Stress. The table shows that male group of students have obtained higher mean value of 110.64 compared to female group (mean =107.92).

Therefore, the proposed hypothesis (No.2a(iii)) stated as "Male and Female students do not differ on Symptoms of Stress" is rejected.

The result of the present student is confirmed with earlier studies of **Ranjitha et al (2003)** who examined the relationship among four constructs – life stress (primary stressor), academic (stressor), perceived social support (stress mediator) and relations to stressors (stress outcome). However, women exhibited higher reaction to stressor life than men. Higher level of academic stressors was predicted by higher levels of stress and by lower levels of social support.

Table-21

Shows ANOVA for different Discipline group of Students on Communication Skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	1123.539	7	160.506	1.300 (N.S)
Within Group	28642.757	232	123.460	
Total	29766.296	239		

NS – Not Significant

The Table-21 above shows that the ANOVA for different discipline group of students on Communication Skills. The obtained 'F' value of 1.300 which is insignificant.

The value indicates there is no significant difference among the different discipline of students namely IT, CSE, ECE, EEE, EIE and MECH on Communication Skills.

Hence the formulated hypothesis (No.2b(i)) "Different disciplinesof student donot differ on the variable of Communication Skills" is accepted.

The result of the present student is confirmed with earlier studies of**Grant and Dickson(2006)** where they attempted to identify whether the skills possessed by new chemical engineering graduates match the requirements of employers. In all except two of the 26 skills categories that were identified, there was a perceived 'skills deficit' on entering employment. The significance of these results is analyzed, leading to some specific recommendations for the content of chemical engineering programmes.

Table-22

Shows ANOVA for different Discipline group of Students on Leadership Skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	3760.373	7	537.196	2.024*
Within Group	61577.789	232	265.422	
Total	65338.163	239		

*Sig. at 0.05level

The Table-22 above shows that the ANOVA for different discipline group of students on Leadership Skills. The obtained 'F' value of 2.024 which is significant at 0.05level.

The value indicates there is significant difference among the different discipline of students namely IT, CSE, ECE, EEE, EIE and MECH on Leadership Skills.

Hence the formulated hypothesis (No.2b(ii)) "Different discipline of students do not differ on the variable of Leadership Skills" is rejected.

The result of the present student is confirmed with earlier studies of**Grant and Dickson(2006)** where they attempted to identify whether the skills possessed by new chemical engineering graduates match the requirements of employers. In all except two of the 26 skills categories that were identified, there was a perceived 'skills deficit' on entering employment. The significance of these results is analyzed, leading to some specific recommendations for the content of chemical engineering programmes.

Table-23

Shows ANOVA for different Discipline group of Students on the Symptoms of Stress

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	1558.538	7	222.648	1.589 (N.S)
Within Group	32516.645	232	140.158	
Total	34075.183	239		

NS – Not Significant

The Table-23 above shows that the ANOVA for different discipline group of students on symptoms of Stress. The obtained 'F' value of 1.589 which is insignificant.

The value indicates there is no significant difference among the different discipline group of students namely IT, CSE, ECE, EEE, EIE and MECH on Symptoms of Stress.

Hence the formulated hypothesis (No.2b(iii)) "Different disciplines of studentdo not differ on the variable of Symptoms of Stress" is accepted.

Table-24

Shows ANOVA for different Religious group of Students on Communication Skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	149.579	2	74.789	0.059 (NS)
Within Group	29616.717	237	124.965	
Total	29766.296	239		

NS – Not Significant

The Table-24 above shows that the ANOVA for different religious group of students on Communication Skills. The obtained 'F' value of 0.059 which is insignificant.

The value indicates there is no significant difference among the different religious group of students on Communication Skills.

Hence the formulated hypothesis (No.2c(i)) "Different religious group of students do not differ on Communication Skills" is accepted.

The result of the present student is confirmed with earlier studies of **David Prescott, et al. (2011)** studied on the importance of awell-developed professional communication skills, collaborative work practices, effective self-management and a clear understanding of social responsibility and ethical practices are essential for the new engineer who hopes to contribute to the profession and build a career.

Table-25

Shows ANOVA for different Religious group of Students on Leadership Skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	58.049	2	29.024	0.105 (N.S)
Within Group	65280.114	237	275.444	
Total	62338.163	239		

NS – Not Significant

The Table-26 aboveshows that the ANOVA for different religious group of students on Leadership Skills. The obtained 'F' value of 0.105 which is not significant.

The value indicates there is no significant difference among the different religious group of students on Leadership Skills.

Hence the formulated hypothesis (No.2c(ii)) "Different religious group of students do not differ on variable of Leadership Skills" is accepted.

The result of the present student is confirmed with earlier studies of **Mark Andrew Baccei (2015)** colleges and universities continually seek to foster the leadership development of undergraduate students through curricular and co-curricular opportunities and experiences. Campus-based leadership trainings offer a potential planned option for institutions to help develop their students as socially responsible leaders, regardless of backgrounds and other experiences.

Table-26

Shows ANOVA for different Religious group of Students on the Symptoms of Stress

Source of Variation	Sum of Squares (SS)	df	Mean square (MS)	F
Between Groups	278.804	2	139.402	0.978 (N.S)
Within Group	33796.379	237	142.601	
Total	34075.183	239		

NS – Not Significant

The Table-26 above shows that the ANOVA for different religious group of students on Symptoms of Stress. The obtained 'F' value of 0.978 which is not significant.

The value indicates there is no significant difference among the different religious group of students on Symptoms of Stress.

Hence the formulated hypothesis (No. 2c(iii)) "Different religious group of students do not differ on variable of Symptoms of Stress" is accepted.

The result of the present student is confirmed with earlier studies of **Rajendran (1990)** studied the efficacy of Behavioral Programme to manage Academic Stress among that high school boys.285 subjects were administered 67 items of students' Academic Stress Scale. It primarily measured the four sources of stresses: Personal Inadequacy, Fear of Failure, Interpersonal Difficulties and Inadequate Study Facilities. The subjects under high stress on each factor received the Behavioral Package Programme.

Table-27

Shows ANOVA for different Community of Students on Communication Skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	662.110	3	220.703	1.790 (N.S)
Within Group	29104.186	236	123.323	
Total	29766.296	239		

NS – Not Significant

The Table-27 above shows that the ANOVA for different community of students on Communication Skills. The obtained 'F' value of 1.790 which is insignificant.

The value indicates there is no significant difference among the different community of students on Communication Skills.

Hence, the formulated hypothesis (No.2d(i)) "Different community of students do not differ on the variable of Communication Skills" is accepted.

Table-28

Shows ANOVA for different Community group of Students on Leadership Skills

**Sig, at 0.05 level

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	1681.833	3	560.611	2.078**
Within Group	63656.329	236	269.730	
Total	65338.163	239		

The Table-28 above shows that the ANOVA for different community of students on Leadership Skills. The obtained 'F' value of 2.078 which is significant.

The value indicates there is significant difference among the different community of students on Leadership Skills.

Hence the formulated hypothesis (No.2d(ii)) "Different community of students do not differ on the variable of Leadership Skills" is rejected.

The result of the present student is confirmed with earlier studies of**PatricaForbus, et al.(2011)** conducted a study of traditional and non- traditional students in terms of their time management behaviors, stress factors and coping strategies.A study was conducted at a four-year southwestern state university that was projectable to the entire student population Respondents were queried regarding demographics, attitudes, behaviors and outcomes, such as grade point average, levels of stress and coping strategies in the college experience.The research indicated that the non-traditional students bring different expectations for the college experience, were less involved in various college social activities and were less interested in "having a good time" in college that traditional students

Table-29

Shows ANOVA for different Community group of Students on the Symptoms of Stress

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	806.535	3	268.845	1.907 (N.S)
Within Group	33268.649	236	140.969	
Total	34075.183	239		

NS – Not Significant

The Table-29 above shows that the ANOVA for different community of students on Symptoms of Stress. The obtained 'F' value of 1.907 which is insignificant.

The value indicates there is no significant difference among the different community of students on Symptoms of Stress.

Hence the formulated hypothesis (No.2d(iii)c) "Different community of students do not differ on the variable of Symptoms of Stress" is accepted.

Table-30

Shows ANOVA for different Nativity group of Students on Communication Skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	579.252	3	193.084	1.561 (N.S)
Within Group	29187.044	236	123.674	
Total	29766.296	239		

NS – Not Significant

The Table-30 above shows that the ANOVA for different nativity of students on Communication Skills. The obtained 'F' value of 1.561 which is insignificant.

The value indicates there is no significant difference among the different nativity of students on Communication Skills.

Hence the formulated hypothesis (No.2e(i)) "Different nativity of students do not differ on Communication Skills" is accepted.

The result of the present student is confirmed with earlier studies of**PatricaForbus, et al. (2011)** conducted a study of traditional and non- traditional students in terms of their time management behaviors, stress factors and coping strategies.A study was conducted at a four-year southwestern state university that was projectable to the entire student population Respondents were queried regarding demographics, attitudes, behaviors and outcomes, such as grade point average, levels of stress and coping strategies in the college experience.The research indicated that the non-traditional students bring different expectations for the college experience, were less involved in various college social activities and were less interested in "having a good time" in college that traditional students.

Table-31

Shows ANOVA for different Nativity group of Students on Leadership Skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	353.959	3	117.986	0.428 (N.S)
Within Group	64984.203	236	275.357	
Total	65338.163	239		

NS – Not Significant

The Table-31 above shows that the ANOVA for different nativity of students on Leadership Skills. The obtained 'F' value of 0.428 which is insignificant.

The value indicates there is no significant difference among the different nativity of students on Leadership Skills.

Hence the formulated hypothesis (No.2e(ii)) "Different nativity of students do not differ on variable of Leadership Skills" is accepted.

Table-32

Shows ANOVA for different Nativity group of Students on Stress Symptoms

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	70.270	3	23.423	0.163 (N.S)
Within Group	34004.913	236	144.089	
Total	**34075.183**	**239**		

NS – Not Significant

The Table-32 above shows that the ANOVA for different nativity of students on Symptoms of Stress. The obtained 'F' value of 0.163 which is insignificant.

The value indicates there is no significant difference among the different nativity of students on Symptoms of Stress

Hence the formulated hypothesis (No.2e(iii)) "Different nativity of students do not differ on the variable of Symptoms of Stress" is accepted.

Table-33

Shows ANOVA for Father's Education of Students on Communication Skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	726.405	4	181.601	1.470 (N.S)
Within Group	29039.890	235	123.574	
Total	29766.296	239		

NS – Not Significant

The Table-33 above shows that the ANOVA for Father's Education of Students on Communication Skills. The obtained 'F' value of 0.470 which is insignificant.

The value indicates there is no significant difference among the Father's Education of Students on Communication Skills

Hence the formulated hypothesis (No.2f(i)) "Fathers belonging to different educational status do not differ on the variable of Communication Skills" is accepted.

Table-34

Shows ANOVA for Father's Education of Students on Leadership Skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	2877.793	4	719.448	2.707*
Within Group	62460.370	235	265.789	
Total	65338.163	239		

*Significance at 0.05 level

Table-34(a)

Shows Mean and S.D of Student's Father's Education on Leadership Skills

Group	N	Mean	S.D
SSLC	111	18.19	6.384
HSC	24	26.79	5.323
Diploma	28	17.11	5.426
Graduation	55	23.56	6.332
Post-Graduation	21	25.43	7.938
Total	239		

The Table-34 above shows that the ANOVA for Father's Education of Students on Leadership Skills. The obtained 'F' value of 2.707 which is insignificant at 0.05 level. It indicates that the father's those who possess the educational qualification such as SSLC, HSC, Diploma, Graduation, Post-Graduation do differ on leadership skills.

Further, the mean table shows that Fathers with HSC Qualification have obtained the Highest mean value of 26.79 and the lowest mean value of 18.19 was obtained by fathers with SSLC qualification

Hence the formulated hypothesis (No.2f(ii)) "Fathers belonging to different educational status do not differ on the variable of Leadership Skills" is rejected.

Table-35

Shows ANOVA for Father's Education of Students on Symptoms of Stress

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	1570.323	4	392.581	2.838*
Within Group	32504.860	235	138.319	
Total	34075.183	239		

*Significance at 0.05 level

Table-35(a)

Shows Mean and S.D of Student's Father's Education on Symptoms of Stress

Group	N	Mean	S.D
SSLC	112	9.11	2.388
HSC	24	14.50	5.632
Diploma	28	3.89	0.477
Graduation	55	9.80	2.771
Post-Graduation	21	11.33	5.759
Total	239		

The Table-35 above shows that the ANOVA for Father's Education of Students on Symptoms of stress. The obtained 'F' value of 2.838 which is significant at 0.05 level. It indicates that the father's those who possess the educational qualification such as SSLC, HSC, Diploma, Graduation, Post-Graduation do differ on Symptoms of stress.

Further, the mean table shows that Fathers with HSC Qualification have obtained the Highest mean value of 14.50 and the lowest mean value of 9.11 was obtained by fathers with SSLC qualification

Hence the formulated hypothesis (No.2f(iii)) "Fathers belonging to different educational status do not differ on the variable of Symptoms of stress" is rejected

Table-36

Shows ANOVA for Mother's Education of Students on Communication Skills

Source of Variation	Sum of Squares (SS)	Df	Mean Square (MS)	F
Between Groups	1553.853	4	388.463	3.236 **
Within Group	28212.443	235	120.053	
Total	29766.296	239		

**Significance at 0.01 level

Table-36(a)
Shows Mean and S.D of Student's Mother's Education on Communication Skills

Group	N	Mean	S.D
SSLC	133	15.17	0.621
HSC	5	13.20	.0935
Diploma	42	13.05	2.603
Graduation	45	19.09	0.563
Post-Graduation	15	22.47	0.371
Total	240		

The Table-36 above shows that the ANOVA for Mother's Education of Students on Communication Skills. The obtained 'F' value of 3.236 which is significant at 0.01 level. It indicates that the Mother's those who possess the educational qualification such as SSLC, HSC, Diploma, Graduation, Post-Graduation do differ on Communication Skills.

Further, the mean table shows that Mother's with Post Graduation Qualification have obtained the Highest mean value of 22.47 and the lowest mean value of 13.05 was obtained by mothers with Diploma qualification

Hence the formulated hypothesis (No.2g(i)) "Mothers belonging to different educational status does not differ Communication Skills" is rejected

Table-37

Shows ANOVA for Mother's Education of Students on leadership Skills

Source of Variation	Sum of Squares (SS)	Df	Mean Square (MS)	F
Between Groups	3698.639	4	924.660	3.525**
Within Group	61639.524	235	262.296	
Total	65338.163	239		

** Significance at 0.01 level

Table-37(a)

Shows Mean and S.D of Student's Mother's Education on Leadership Skills

Group	N	Mean	S.D
SSLC	133	18.86	4.910
HSC	5	26.20	0.426
Diploma	42	17.62	7.943
Graduation	45	25.27	8.365
Post-Graduation	15	31.53	6.513
Total	240		

The Table-37 above shows that the ANOVA for Mother's Education of Students on Leadership Skills. The obtained 'F' value of 3.525 which is significant at 0.01 level. It indicates that the Mother's those who possess the educational qualification such as SSLC, HSC, Diploma, Graduation, Post-Graduation do differ on Leadership Skills.

Further, the mean table shows that Mothers with Post Graduation Qualification have obtained the Highest mean value of 31.53 and the lowest mean value of 17.62 was obtained by Mothers with Diploma qualification

Hence the formulated hypothesis (No.2g(ii)) "Mothers belonging to different educational status do not differ on the variable of leadership Skills" is rejected

Table-38

Shows ANOVA for Mother's Education of Students on Stress Symptoms

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	1409.984	4	352.496	2.536*
Within Group	32665.199	235	139.001	
Total	34075.183	239		

* Significance at 0.05 level

Table-38(a)

Shows Mean and S.D of Student's Mother's Education on Stress Symptoms

Group	N	Mean	S.D
SSLC	133	8.26	0.145
HSC	5	11.60	3.164
Diploma	42	7.52	0.879
Graduation	45	14.27	6.503
Post-Graduation	15	9.27	0.525
Total	240		

The Table-38 above shows that the ANOVA for Mother's Education of Students on Symptoms of Stress. The obtained 'F' value of 2.536 which is significant at 0.01 level. It indicates that the Mother's those who possess the educational qualification such as SSLC, HSC, Diploma, Graduation, Post-Graduation do differ on Leadership Skills.

Further, the mean table shows that Mothers with Graduation Qualification have obtained the Highest mean value of 14.27 and the lowest mean value of 7.52 was obtained by Mothers with Diploma qualification

Hence the formulated hypothesis (No.2g(iii)) "Mothers belonging to different educational status do not differ on the variable of Symptoms of Stress" is rejected

Table-39

Shows ANOVA for Father's Occupation of Students on Communication Skills

Source of Variation	Sum of Squares (SS)	df	Mean 5vSquare (MS)	F
Between Groups	212.389	3	70.796	0.565 (N.S)
Within Group	29553.907	236	125.228	
Total	29766.296	239		

NS – Not Significant

The Table-39 above shows that the ANOVA for different Father's Occupation of students on Communication Skills. The obtained 'F' value of 0.565 which is insignificant.

The value indicates there is no significant difference among different Father's Occupation of students on Communication Skills.

Hence the formulated hypothesis (No.2h(i)) "Fathers belonging to different occupational status do not differ on the variable Communication Skills," is accepted.

Table-40

Shows ANOVA for Father's Occupation of Students on Leadership Skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	840.387	3	280.129	1.025 (N.S)
Within Group	64497.776	236	273.296	
Total	65338.163	239		

NS – Not Significant

The Table-40 above shows that the ANOVA for different Father's Occupation of students on Leadership Skills. The obtained 'F' value of 1.025which is insignificant.

The value indicates there is no significant difference among different Father's Occupation of students on Leadership Skills.

Hence the formulated hypothesis (No.2h(ii)) "Fathers belonging to different occupational status do not differ on the variable of Leadership Skills," is accepted.

Table-41

Shows ANOVA for Father's Occupation of Students on Symptoms of Stress

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	42.948	3	14.316	0.099 (N.S)
Within Group	34032.235	236	144.204	
Total	34075.183	239		

NS – Not Significant

The Table-41 above shows that the ANOVA for different Father's Occupation of students on Symptoms of Stress. The obtained 'F' value of 0.099 which is insignificant.

The value indicates there is no significant difference among different Father's Occupation of students on Symptoms of Stress.

Hence the formulated hypothesis (No.2h(iii)) "Fathers belonging to different occupational status do not differ on the variable of Symptoms of Stress," is accepted.

Table-42

Shows ANOVA for Mother's Occupation of Students on Communication Skills

Source of Variation	Sum of Squares (SS)	Df	Mean Square (MS)	F
Between Groups	80.817	3	26.939	0.214 (N.S)
Within Group	29685.479	236	125.786	
Total	29766.296	239		

NS – Not Significant

The Table-42 above shows that the ANOVA for different Mother's Occupation of students on Communication Skills. The obtained 'F' value of 0.214 which is insignificant. The value indicates there is no significant difference among different Mother's Occupation of students on Communication Skills.

Hence the formulated hypothesis (No.2I(i)) "Mothers belonging to different occupational status do not differ on the variable of Communication Skills," is accepted.

Table-43

Shows ANOVA for Mother's Occupation of Students on Leadership Skills

Source of Variation	Sum of Squares (SS)	Df	Mean Square (MS)	F
Between Groups	853.615	3	284.538	1.041 (N.S)
Within Group	64484.548	236	273.240	
Total	65338.163	239		

NS – Not Significant

The Table-43 above shows that the ANOVA for different Mother's Occupation of students on leadership Skills. The obtained 'F' value of 1.014 which is insignificant.

The value indicates there is no significant difference among different Mother's Occupation of students on Leadership Skills.

Hence the formulated hypothesis (No.2I(ii)) "Mothers belonging to different occupational status do not differ on the variable of Leadership Skills," is accepted.

Table-44

Shows ANOVA for Mother's Occupation of Students on Stress Symptoms

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	158.227	3	52.742	0.367 (N.S)
Within Group	33916.957	236	143.716	
Total	34075.183	239		

NS – Not Significant

The Table-44 above shows that the ANOVA for different Mother's Occupation of students on Symptoms of Stress. The obtained 'F' value of 0.367 which is insignificant. The value indicates there is no significant difference among different Father's Occupation of students on Symptoms of Stress.

Hence the formulated hypothesis (No.2I(iii)) "Mothers belonging to different occupational status do not differ on the variable of Symptoms of Stress," is accepted.

Table-45

Shows ANOVA for No. of Training Programmes Attended by Students on communication skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	1727.583	4	431.896	3.620**
Within Group	28038.712	235	119.314	
Total	**29766.296**	**239**		

** Significance at 0.05 level

Table-45(a)

Shows Mean and S.D on No. of Training Programmes Attended of Students on Communication Skills

Group	N	Mean	S.D
1	104	15.74	0.900
2	35	18.09	0.498
3	48	19.40	2.098
4	03	17.00	1.790
5	50	11.50	0.996
Total	**240**		

The Table-45 above shows that the ANOVA for No. of Training Programmes attended by students on Communication Skills. The obtained 'F' value of 3.620 which is significant at 0.05 level

The value indicates there is significant difference among No. of Training Programmes attended by students on Communication Skills.

Further, the mean table shows that 48 students who have attended 3 training programmes have obtained the Highest mean value of 19.40 and the lowest mean value of 11.50 was obtained by 50 students who have attended 5 training programmes

Hence the formulated hypothesis (No.2j(i)) "Students attended number of training programme do not differ on the variable of Communication Skills," is rejected

Table-46

Shows ANOVA No. of Training Programmes Attended by Students on Leadership Skills

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	2530.766	4	632.692	2.367*
Within Group	62807.396	235	267.266	
Total	65338.162	239		

*Significance at 0.05 level

Table-46(a)

Shows Mean and S.D No. of Training Programmes Attended of Students on Leadership Skills

Group	N	Mean	S.D
1	104	20.77	6.520
2	35	22.43	4.506
3	48	24.71	7.048
4	03	29.67	5.513
5	50	15.38	6.004
Total	240		

The Table-46 above shows that the ANOVA for No. of Training Programmes attended by students on Leadership Skills. The obtained 'F' value of 2.367 which is significant at 0.05 level

The value indicates there is significant difference among No. of Training Programmes attended of students on Leadership Skills. Further, the mean table shows that 48 students who have attended 3 training programmes have obtained the Highest mean value of 24.71 and the lowest mean value of 15.38 was obtained by 50 students who have attended 5 training programmes

Hence the formulated hypothesis (No.2j(ii)) "Students attended number of training programme do not differ on the variable of Leadership Skills," is rejected

Table-47

Shows ANOVA No. of Training Programmes Attended of Students on Symptoms of Stress

Source of Variation	Sum of Squares (SS)	df	Mean Square (MS)	F
Between Groups	781.371	4	196.343	1.379 (N.S)
Within Group	33293.813	235	141.676	
Total	34075.183	239		

NS – Not Significant

The Table-47 above shows that the ANOVA for No. of Training Programmes attended by students on Symptoms of Stress. The obtained 'F' value of 1.379 which is insignificant. The value indicates there is no significant difference among No. of Training Programmes attended of students on Symptoms of Stress.

Hence, the formulated hypothesis (No.2j(iii)) "Students attended number of training programme do not differ on thevariable of Symptoms of Stress," is accepted.

Table-48

Shows significance of Mean Difference between Joint and nuclear Family on Communication Skills

Family Type	N	Mean	S.D	M.D	S.E	't'
Joint	61	11.51	9.994	-5.950	1.527	3.985**
Nuclear	179	17.46	11.158			

**– Significant at 0.01 level

The obtained 't' value of 3.985 is significant at 0.01Level. The value indicates that there is a significant mean difference between Joint and nuclear Family on Communication Skills. The Table-48 above shows that students of Nuclear Family have obtained higher mean value of 17.46compared to students of Joint group (mean =11.51).

Therefore, the proposed hypothesis (No.2k(i)) stated as "Students of Joint and Nuclear Family do not differ on the variable of Communication Skills" is rejected.

The result of the present student is confirmed with earlier studies of **Manju and Prem (1989)**studied a sample of 200 university students-100 males and 100 females—in the age range of 18 to 24 years was selected randomly. MPQ, PAQ and Self Report Questionnaires were administered to the subjects. Product moment correlations were computed to study the relationship between aggression, various dimensions of psychopathology and parental attitudes. In males, aggression was found to be significantly correlated with anxiety, depression, mania, paranoia, schizophrenia, father democracy and mother democracy. In cases of females, aggression had a significant correlation with anxiety, depression, father positivity, mother positivity, father democracy, mother democracy, sex role enforcement and family harmony.

Table-49

Shows significance of Mean Difference between Joint and nuclear Family on leadership Skills

Family Type	N	Mean	S.D	M.D	S.E	't'
Joint	61	13.15	12.864	-10.244	2.074	4.331**
Nuclear	179	23.39	16.866			

**– Significant at 0.01 level

The obtained 't' value of 4.331 is significance at 0.01Level. The value indicates that there is a significant mean difference between Joint and nuclear Family on Leadership Skills. The Table-49 above shows that students of Nuclear group have obtained higher mean value of 23.39 compared to students of Joint group (mean = 13.15).

Therefore, the proposed hypothesis (No.2k(ii) stated as "Students of Joint and Nuclear Family do not differ on the variable of Leadership Skills" is rejected.

Table-50

Shows significance of Mean Difference between Joint and nuclear Family on the Symptoms of Stress

Family Type	N	Mean	S.D	M.D	S.E	't'
Joint	61	9.25	12.292	-0.195	1.574	0.914
Nuclear	179	9.44	11.853			(NS)

NS– Not Significant

The obtained 't' value of 0.914 is insignificant. Thoughvalue indicates that there is no significant mean difference between Joint and nuclear Family on Symptoms of Stress, yetthe students of Nuclear Group have obtained higher mean value of 9.44 compared to students of Joint group (mean =9.25).

Therefore, the proposed hypothesis (No.2k(iii)) stated as "Students of Joint and Nuclear Family do not differ on variable of Symptoms of Stress" is accepted.

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Table 51

Shows significance of Mean Difference between Students who have studied in English & Tamil Medium in 12th Std. on the Communication Skills

Medium	N	Mean	S.D	M.D	S.E	't'
Tamil	45	13.71	13.396	-1.429	1.924	0.158
English	195	16.46	16.743			(NS)

NS– Not Significant

The obtained value of 't'= 0.158 is not significant. Though value indicates that there is no significant mean difference between students who have done 12th Std. in English medium on Communication Skills, yet Table-51 above shows that students who have done 12th Std. in English medium have obtained higher mean value of 16.46compared to students who have done 12th Std. in Tamil medium (mean =13.71).

Therefore, the proposed hypothesis (No.2l(i)) stated as "Students of Tamil and English Medium in school (12th) do not differ on the variable of Communication Skills" is accepted.

Table 52

Shows significance of Mean Difference between Students who have studied in English & Tamil Medium in 12th Std. on Leadership Skills

Medium	N	Mean	S.D	M.D	S.E	't'
Tamil	45	13.36	13.396	9.147	1.75	7.15**
English	195	22.50	16.743		0.786	

**– Significant at 0.01 Level

The obtained't' value of 7.15 is significant at 0.01Level. The value indicates that there is a significant mean difference between male and female students on Leadership Skills. Further, the Table-52 shows that English Medium group of students have obtained higher mean value of 22.50 compared to Tamil Medium Group (mean =13.36).

Therefore, the proposed hypothesis (No.2l(ii)) stated as "Students of Tamil and English Medium in school (12th) do not differ on the variable of Leadership Skills" is rejected.

Table-53

Shows significance of Mean Difference between Students who have studied in English & Tamil Medium in 12th Std. on Symptoms of Stress

Medium	N	Mean	S.D	M.D	S.E	't'
Tamil	45	5.53	9.915	-2.765	1.717	0.007
English	195	10.28	12.211			(N S)

NS– Not Significant

The obtained 't' value of 0.007 is insignificant. Though the value indicates that there is no significant mean difference between Tamil and English Medium students on Symptoms of Stress, yet Table-53 shows that English group of students have obtained higher mean value of 10.28 compared to Tamil Medium group (mean =5.53).

Therefore, the proposed hypothesis (No.2l(iii)) stated as "Students of Tamil and English Medium in school (12th) do not differ on the variable of Symptom of Stress" is accepted

Table 54

Multivariate Analysis on the effect of Personal Variables: Communication Skills

Effect	Value	F	Hypothesis df	Error Df	Sig.
Pillai's trace	2.359	1.255	468.000	2400.00	0.001
Wilks' Lambda	0.067	1.255	468.000	2213.625	0.001
Hoteling's Trace	3.130	1.252	468.00	2246.000	0.001
Roy's Largest Root	0.524	2.687	39.000	200.000	0.000

The Table-54 shows the result of multivariate analysis of variables. In the present study, the multi variate analysis was carried out to see the effect of student's personal variables on the variable of communication skills. It is found that there is a significant influence of the personal variables of branch of study, father's education, mother's education and the medium of study in school on the variable of study.

When, one way analysis of variance (ANOVA) was carried out, it showed that there is a significant effect existed on the factors of communication skills. The scores also found at 0.001 level. Hence, the stated hypothesis No.3(i) is accepted.

Table-54(a)

Shows the tests of between-Subjects Effects

S.No	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
1	Gender	12.238	39	0.314	1.326	0.110 (NS)
2	Branch	254.771	39	6.533	1.450	0.053*
3	Religion	7.078	39	0.181	0.964	0.537 (NS)
4	Community	23.520	39	0.603	1.379	0.081 (NS)
5	Nativity	45.188	39	1.159	1.185	0.226 (NS)
6	Father's Education	136.922	39	3.511	1.852	0.003**
7	Mother's Education	123.918	39	3.177	1.775	0.006**
8	Father's Occupation	48.475	39	1.243	1.146	0.270 (NS)
9	Mother's Occupation	55.658	39	1.427	1.116	0.308 (NS)
10	Type of family	8.898	39	0.228	1.247	0.167 (NS)
11	No. of Training Programmes Attended	88.942	39	2.281	0.944	0.570 (NS)
12	Medium of Study in 12^{th} Standard	9.071	39	0.233	1.692	0.011**

NS –Not Significant
*- Significant @ 0.05 level
**-Significant @ 0.01 level

Table-55
Multivariate Analysis on the effect of Personal Variables: Leadership Skills

Effect	Value	F	Hypothesis df	Error Df	Sig.
Pillai's trace	3.224	1.289	636.000	2232.000	0.000
Wilks' Lambda	0.020	1.303	636.000	2096.006	0.000
Hotelling's Trace	4.828	1.315	636.000	2078.000	0.000
Roy's Largest Root	0.884	3.101b	53.000	186.000	0.000

The Table-55 above shows the result of multivariate analysis of variables. In the present study, the multi variate analysis was carried out to see the effect of student's personal variables on the variable of leadership skills. It is found that there is a significant influence of the personal variables of branch of study, religion,community, nativity,father's education, and mother's education on the variable of study.

When, one way analysis of variance (ANOVA) was carried out, it showed that there is a significant effect existed on the factors of communication skills. The scores also found at 0.001 level. Hence, the stated hypothesis No.3(ii) is accepted.

Table 55(a)

Shows the tests of between-Subjects Effects

No	Dependent Variable	Type III Sum of Squares	Df	Mean Square	F	Sig.
1	Gender	15.699	53	0.296	1.255	0.137 (NS)
2	Branch	358.127	53	6.757	1.576	0.014**
3	Religion	12.702	53	0.240	1.392	0.057*
4	Community	33.848	53	0.639	1.540	0.019**
5	Nativity	71.697	53	1.353	1.489	0.028*
6	Father's Education	169.859	53	3.205	1.722	0.004**
7	Mother's Education	172.463	53	3.254	1.956	0.001**
8	Father's Occupation	55.339	53	1.044	0.925	0.622 (NS)
9	Mother's Occupation	69.819	53	1.317	1.014	0.459 (NS)
10	Type of family	9.528	53	0.180	0.930	0.613 (NS)
11	No. of Training Programmes Attended	153.526	53	2.897	1.286	0.113 (NS)
12	Medium of Study in 12^{th} Standard	8.227	53	0.155	1.019	0.450 (NS)

NS –Not Significant
*- Significant @ 0.05 level
**-Significant @ 0.01 level

Table-56
Multivariate analysis on the effect of Personal Variables on Stress Symptoms

Effect	Value	F	Hypothesis df	Error Df	Sig.
Pillai's trace	2.415	1.217	492.000	2376.000	0.002
Wilks' Lambda	0.062	1.221	492.000	2199.903	0.002
Hotelling's Trace	3.250	1.223	492.000	2222.000	0.002
Roy's Largest Root	0.583	2.817b	41.000	198.000	0.000

The Table-56 shows the result of multivariate analysis of variables. In the present study, the multi variate analysis was carried out to see the effect of student's personal variables on the variable of symptoms of stress. It is found that there is a significant influence of the personal variables of gender, branch of study, community, and father's education on the variable of study.

When, one way analysis of variance (ANOVA) was carried out, it showed that there is a significant effect existed on the factors of communication skills. The scores also found at 0.001 level. Hence, the stated hypothesis No.3(iii) is accepted.

Table-56(a)

Shows the tests of between-Subjects Effects

S.No	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
1	Gender	14.361	41	0.350	1.534	0.029*
2	Branch	318.357	41	7.765	1.836	0.003**
3	Religion	9.587	41	0.234	1.317	0.111 (NS)
4	Community	27.905	41	0.681	1.622	0.016**
5	Nativity	45.754	41	1.116	1.133	0.283 (NS)
6	Father's Education	122.809	41	2.995	1.508	0.035*
7	Mother's Education	102.082	41	2.490	1.298	0.124 (NS)
8	Father's Occupation	44.572	41	1.087	0.975	0.521 (NS)
9	Mother's Occupation	46.364	41	1.131	0.845	0.735 (NS)
10	Type of family	8.189	41	0.200	1.060	0.384 (NS)
11	No. of Training Programmes Attended	115.484	41	2.817	1.221	0.187 (NS)
12	Medium of Study in 12^{th} Standard	6.254	41	0.153	0.997	0.484 (NS)

Table-57
Multiple Regression Analysis of Communication Skills for the Predictor Variable (Personal Variables)

Details Regarding Predictor Variables	Details Regarding Contributing Variables						
	S. No	**Variables**	**B**	**Std. Error**	**Beta**	**"t"**	**Sig.**
		Constant	.218	7.525	-	0.029	0.977 (N S)
Multiple R=.335							
R Square = 0.112	1	**Gender**	2.000	1.580	0.089	1.266	.207 (N S)
Adj. R Square = 0.065	2	**Branch**	0.006	0.356	0.001	0.018	0.986 (N S)
Std. Error = 10.790	3	**Religion**	0.135	1.649	0.005	0.082	0.935 (N S)
F = 2.389	4	**Community**	-0.605	1.092	-0.037	-0.554	0.580 (N S)
Significant = 0 .006	5	**Nativity**	-0.771	0.752	-0.069	-1.026	0.306 (N S)
Sig. = 0.01 level	6	**Father's Education**	0.678	0.559	0.089	1.212	0.227 (N S)
	7	**Mother's Education**	0.780	0.633	0.099	1.233	0.219 (N S)
	8	**Father's Occupation**	0.699	0.770	0.066	0.908	0.365 (N S)
	9	**Mother's Occupation**	0.687	0.730	0.070	0.942	0.347 (N S)
	10	**Type of Family**	4.944	1.670	0.193	2.961	0.003**
	11	**No. of Training Programme Attended**	-0.826	0.475	-0.115	-1.740	0.083 (N S)
	12	**Medium of Study in 12th Standard**	0.778	2.060	0.027	0.378	0.706 (N S)

N S – Not Significant

**- Significant at 0.01 level

The multiple regression analysis was carried out to determine which of the predictor variables such as gender, branch, religion, community, nativity, father's education, mother's education, father's occupation, mother's occupation, type of family, no. of training programme attended, medium of study in 12^{th} standard explained more about the variable of communication skills.

From Table-57, it could be seen that R^2value found to be 0.11 which means 11% of total variants explained in the study could be further concluded that the variable of communication skills is explained by personal factors of students at 11%.

Further, the obtained 'F' value of 2.38 is found to be significant at 0.01 level. Hence the proposed hypothesis " Personal variables of the students would be a function of Communication Skills" is accepted.

Further, the table exhibited that the students family type is significantly and positively related to factor of communication skills.

Table-58
Multiple Regression Analysis of leadership Skills for the Predictor Variable (Personal Variables)

Details Regarding Predictor Variables	Details Regarding Contributing Variables						
	S.No	**Variables**	**B**	**Std. Error**	**Beta**	**"t"**	**Sig.**
		Constant	-16.341	10.897	-	-1.500	0.135 (N S)
Multiple R= 0.390							
R Square = 0.152	1	**Gender**	-1.208	2.288	-0.036	-0.528	0.598 (N S)
Adj. R Square = 0.107	2	**Branch**	0.656	0.516	0.087	1.272	0.205 (N S)
Std. Error = 15.624	3	**Religion**	-0.272	2.388	-0.007	-0.114	0.910 (N S)
F = 3.387	4	**Community**	-0.797	1.581	-0.033	-0.504	0.614 (N S)
Significant = 0.000	5	**Nativity**	0.517	1.089	0.031	0.475	0.635 (N S)
Sig. = 0.01 level	6	**Father's Education**	0.964	0.810	0.086	1.191	0.235 (N S)
	7	**Mother's Education**	0.917	0.916	0.079	1.001	0.318 (N S)
	8	**Father's Occupation**	0.792	1.115	0.050	0.710	0.479 (N S)
	9	**Mother's Occupation**	0.457	1.056	0.032	0.433	0666 (N S)
	10	**Type of Family**	10.367	2.418	0.274	4.288	0.000**
	11	**No. of Training Programme Attended**	-0.482	0.687	-0.045	-0.701	.484 (N S)
	12	**Medium of Study in 12th Std.**	7.243	2.982	0.171	2.429	.016**

N S - Not Significant
**- Significant at 0.01 level

The multiple regression analysis was carried out to determine which of the predictor variables such as gender, branch, religion, community, nativity, father's education, mother's education, father's occupation, mother's occupation, type of family, no. of training programme attended, medium of study in 12^{th} standard explained more about the variable of leadership skills.

From Table-58, it could be seen that R^2value found to be 0.107 which means 10.7% of total variants explained in the study could be further concluded that the variable of leadership skills is explained by personal factors of students at 10.7%.

Further, the obtained 'F' value of 3.387 is found to be significant at 0.01 level. Hence the proposed hypothesis " Personal variables of the students would be a function of Leadership Skills" is accepted.

Further, the table exhibited that the students family type and medium of study in 12th is significantly and positively related to factor of leadership skills.

Table-59

Multiple Regression Analysis of Stress Symptoms for the Predictor Variable (Personal Variables)

Details Regarding Predictor Variables	Details Regarding Contributing Variables						
	S.No	**Variables**	**B**	**Std. Error**	**Beta**	**"t"**	**Sig.**
		Constant	0.198	8.271	-	0.024	0.981 (N S)
Multiple R=.251							
R Square = .063	1	**Gender**	-1.204	1.736	-0.050	-0.693	0.489 (N S)
Adj. R Square =.013	2	**Branch**	0.663	0.391	0.122	1.693	0.92 (N S)
Std. Error = 11.860	3	**Religion**	-0.054	1.813	-0.002	-.030	0.976 (N S)
F = 1.272	4	**Community**	0.630	1.200	0.036	.526	0.600 (N S)
Significant = .236	5	**Nativity**	0.084	.826	0.007	.102	0.919 (N S)
Sig. = 0.01 level	6	**Father's Education**	-0.466	0.615	-0.057	-.758	0.449 (N S)
	7	**Mother's Education**	0.962	0.695	0.114	1.383	0.168 (N S)
	8	**Father's Occupation**	-0.262	0.847	-.023	-.309	0.757 (N S)
	9	**Mother's Occupation**	0.327	0.802	0.031	.407	0.684 (N S)
	10	**Type of Family**	0.303	1.835	0.011	.165	0.869 (N S)
	11	**No. of Training. Programme Attended**	-0.477	0.522	-.062	-.915	0.361 (N S)
	12	**Medium of Study in 12th Standard**	3.576	2.264	0.117	1.580	.116 (N S)

N S – Not Significant

The multiple regression analysis was carried out to determine which of the predictor variables such as gender, branch, religion, community, nativity, father's education, mother's education, father's occupation, mother's occupation, type of family, no. of

training programme attended, medium of study in 12^{th} standard explained more about the variable of stress symptoms.

From Table-59, it could be seen that R^2value found to be 0.63 which means 6.3% of total variants explained in the study could be further concluded that the variable of stress symptoms is explained by personal factors of students at 6.3%.

Further, the obtained 'F' value of 1.272 is found to be insignificant. Hence the proposed hypothesis "Personal variables of the students would be a function of Symptoms of Stress" is rejected.

Table-60

Shows the Step-wise Multiple Regression analysis of Communication Skills for the predictor

Predictors (Constant)	R	R Square	Adjusted R Square	F-Ratio	Sig.	Beta Value	't' Value	Sig.
Type of family	.233	0.054	0.050	13.615	0.000	0.233	3.690	0.000

Table-60 shows step-wise multiple regression analysis for the dependent variable of communication skills, only the personal variables of student's type of family they belong to has significantly contributed to the factor of communication skills.

The R^2value for the type offamily of students belonging to which is found to be .054, which is statistically significant.

Therefore, the stated hypothesis (No.5(i)) "Personal variables of the students significantly contribute to Communication Skills" is accepted.

Table 61

Shows the Step-wise Multiple Regression analysis of Leadership Skills for the predictor variable of Type of Family & Medium of Study

Predictors (Constant)	R	R Square	Adjusted R Square	F-Ratio	Sig.	Beta Value	't' Value	Sig.
Type of family	0.270	0.073	0.069	18.760	0.000	0.267	4.383	0.000
Medium of Study in 12^{th} Standard	0.344	0.118	0.111	15.898	0.000	0.213	3.487	0.001

Table-61 showsthe step-wise multiple regression analysis of the dependent variable of leadership skills. The personal variables of the students namely: Type of family and medium of study in 12^{th} standard in the school has contributed significantly for the variable of Leadership Skills.

The R^2value for type of family of the student is found to be 0.073, which is statistically significant.

The second variable Medium of study in 12^{th} standard, has increased R^2value of 0.118, which is statistically significant.

Therefore, the stated hypothesis(No.5(ii)) that "Personal variables of the students significantly contribute to Leadership Skills" is accepted.

Moreover, the variable of Symptom of Stress is not related to any of the personal variable. Hence, the hypothesis (No.5(iii)) is not tested in the present study.

Table-62

Shows the Significance of mean between Experimental and Control Group before the Training Programme on Communication Skills

Group	N	Mean	S.D	M.D	SE	't'
Experimental	158	38.001	7.952	2.521	11.394	0.221
Control	158	40.521	8.161			(N.S)

NS – Not Significant

The obtained 't'- value of 0.221 which is insignificant. The value indicates that the experimental and control group of students do not differ on the score of Communication Skills in the study.

Hence, the formulated hypothesis (No.6(i)) "There is no significant difference among the students of Experimental and Control group before the training programme on the measures of Communication Skills" is accepted.

Table 63

Shows the Significance of mean between Experimental and Control Group before the Training Programme on Leadership Skills

Group	N	Mean	S.D	M.D	SE	't'
Before	158	52.65	8.37	0.41	0.97312	0.421
After	158	53.06	8.92			(N.S)

NS – Not Significant

The obtained 't'- value of 0.421 which is insignificant. The value indicates that the experimental and control group of students do not differ on the score of Leadership Skills in the study.

Hence, the formulated hypothesis (No.6(ii)) "There is no significant difference among the students of Experimental and Control group before the training programme on the measures of Leadership Skills" is accepted.

Table-64

Shows the Significance of mean between Experimental and Control Group before the Training Programme on Stress Symptoms

Group	N	Mean	S.D	M.D	SE	't'
Before	160	102.35	12.15	1.67	1.4107`	1.183
After	160	104.02	13.07			(N.S)

NS – Not Significant

The obtained 't'- value of 1.183 which is insignificant. The value indicates that the experimental and control group of students do not differ on the score of Symptoms of Stress in the study.

Hence, the formulated hypothesis (No.6(iii)) "There is no significant difference among the students of Experimental and Control group before the training programme on the measures of Symptoms of Stress" is accepted.

Table-65

Shows the Significance of mean in the Experimental Group before and After the Training Programme on Communication Skills

Group	N	Mean	S.D	M.D	SE	't'
Before	158	38.00	7.952	14.62	1.9163	7.629*
After	158	52.62	12.70			

*Significance at 0.01 level

The above Table-65, shows the 't'- value of 7.629 which is significant at 0.01 level. It is found that the Experimental Group of the students do differ on the variable of the Communication Skills before and after the training programme.

Therefore, the stated hypothesis (No.7(i)) "There is a significant difference among the students of experimental group Before and After the training programme on the measures of Communication Skills" is accepted.

The result of the present student is confirmed with earlier studies of**Anthony et al. (2011)** conducted a study that examined the connection between background variables (such as length of unemployment and number of pervious training courses), contextual variables (perceptions of training climate), dispositional variables (positive effect and negative effect), and psychological outcomes for unemployed trainees who attended either a five week occupational skills training programme (control group) or the same five week programme with an additional two days intervention before the start of the programme (treatment group). The trainees in both the treatment and control conditions were found to reduce their level of psychological distress over the course of a five-week training programme.

Table-66

Shows the Significance of mean in the Experimental Group before and After the Training Programme on Leadership Skills

Group	N	Mean	S.D	M.D	SE	't'
Before	159	52.65	18.37	12.48	25.662	2.056*
After	159	65.13	17.92			

*Significance at 0.01 level

The above Table-66, shows the 't'- value of 2.056 which is significant at 0.01 level. It is found that the Experimental Group of the students do differ on the variable of the Leadership Skills before and after the training programme.

Therefore, the stated hypothesis (No.7(ii)) "There is a significant difference among the students of experimental group Before and After the training programme on the measures of Leadership Skills" is accepted.

Table-67

Shows the Significance of mean in the Experimental Group before and After the Training Programme on Stress Symptoms

Group	N	Mean	S.D	M.D	SE	't'
Before	160	102.35	12.15	13.6	1.4009	9.708*
After	160	115.96	12.90			

*Significance at 0.01 level

The above Table-67, shows the 't'- value of 9.708 which is significant at 0.01 level. It is found that the Experimental Group of the students do differ on the variable of the Stress Symptoms before and after the training programme.

Therefore, the stated hypothesis (No.7(iii)) "There is a significant difference among the students of experimental group Before and After the training programme on the measures of Symptoms of Stress" is accepted.

Table-68

Shows the Significance of mean in the Control Group before and After the Training Programme on Communication Skills

Group	N	Mean	S.D	M.D	SE	't'
Before	159	40.521	8.161	0.60	11.5973	0.0517
After	159	41.12	8.24			(N.S)

NS – Not Significant

The above Table-68 indicates that 't'-value 0.0517 which is insignificant. The values of 't' – indicates that the control group of the students do not differ before and after administration of communication skills questionnaire. It could be inferred that these group of students were not exposed to the training programme and it has resulted in no difference in the mean score.

Therefore, the stated hypothesis (No.8(i)) "There is no significant difference among the students of control group Before and After training programme on the measures of Communications Skills" is accepted.

Table-69

Shows the Significance of mean in the Control Group before and After the Training Programme on Leadership Skills

Group	N	Mean	S.D	M.D	SE	't'
Before	160	53.06	8.92	1.09	0.95254	1.144
After	160	54.15	8.10			(N.S)

NS – Not Significant

The above Table-69 indicates that 't'-value 1.144 which is insignificant. The values of 't' – indicates that the control group of the students do not differ before and after administration of Leadership skills questionnaire. It could be inferred that these group of students were not exposed to the training programme and it has resulted in no difference in the mean score.

Therefore, the stated hypothesis (No.8(ii)) "There is no significant difference among the students of control group Before and After training programme on the measures of Leadership Skills" is accepted.

Table-70

Shows the Significance of mean in the Control Group before and After the Training Programme on Stress Symptoms

Group	N	Mean	S.D	M.D	SE	't'
Before	160	104.02	13.07	2.63	1.3566	1.9386
After	160	106.65	11.12			(N.S)

NS – Not Significant

The above Table-70 indicates that 't'-value 1.9386 which is insignificant. The values of 't' – indicates that the control group of the students do not differ before and after administration of Stress Symptoms questionnaire. It could be inferred that these group of students were not exposed to the training programme and it has resulted in no difference in the mean score.

Therefore, the stated hypothesis (No.8(iii)) "There is no significant difference among the students of control group Before and After training programme on the measures of Symptoms of Stress" is accepted.

Table-71

Shows the Significance of mean between Experimental and Control Group after the Training Programme on Communication Skills

Group	N	Mean	S.D	M.D	SE	't'
Experimental	159	52.62	22.70	11.5	29.120	2.5321*
Control	159	41.12	18.24			

*Significance at 0.01 level

The 't' value of 2.5321 shown in the above Table-71 indicates that there is a significant mean difference between Experimental and Control group of students on the measures of Communication Skills after the training programme being conducted in the present study.

Hence, the formulated hypothesis (No.9(i)) mentioned that " there is significant difference among the students of Experimental and Control group after the training programme on the measures of Communications Skills" is accepted.

The result of the present student is confirmed with earlier studies of**Bharati Rao Pothukuchi (2008)** studied the relationship between personality and time management skills.The present study examines the stress and factors that results in stress and ways to cope through training interventions.Data on eight secondary order personality factors and time management skills was obtained from forty students of business school using 16 Personality factor test and Thomas personal profile analysis respectively. The sample was divided into two groups, depending on the level of time management skills being poor or good (based on needs report generated because of Thomas Personal Profile Analysis). 't' test on means was performed for each secondary order personality factor to detect significant differences between two group

Table-72

Shows the Significance of mean between Experimental and Control Group after the Training Programme on Leadership Skills

Group	N	Mean	S.D	M.D	SE	't'
Before	160	65.13	7.92	10.98	0.67791	16.196*
After	160	54.15	8.10			

*Significance at 0.01 level

The 't' value of 16.196 shown in the above Table-72 indicates that there is a significant mean difference between Experimental and Control group of students on the measures of Leadership Skills after the training programme being conducted in the present study.

Hence, the formulated hypothesis (No.9(ii)) mentioned that "there is significant difference among the students of Experimental and Control group after the training programme on the measures of Leadership Skills" is accepted.

The result of the present student is confirmed with earlier studies of**Bharati Rao Pothukuchi (2008)** studied the relationship between personality and time management skills.The present study examines the stress and factors that results in stress and ways to cope through training interventions.Data on eight secondary order personality factors and time management skills was obtained from forty students of business school using 16 Personality factor test and Thomas personal profile analysis respectively. The sample was divided into two groups, depending on the level of time management skills being poor or good (based on needs report generated because of Thomas Personal Profile Analysis). 't' test on means was performed for each secondary order personality factor to detect significant differences between two group

Table-73

Shows the Significance of mean between Experimental and Control Group after the Training Programme on Stress Symptoms

Group	N	Mean	S.D	M.D	SE	't'
Before	160	115.96	12.90	9.31	1.3464	6.9147*
After	160	106.65	11.12			

*Significance at 0.01 level

The 't' value of 6.9147 shown in the above Table-73 indicates that there is a significant mean difference between Experimental and Control group of students on the measures of Symptoms of Stress after the training programme being conducted in the present study.

Hence, the formulated hypothesis (No.9(iii)) mentioned that "there is significant difference among the students of Experimental and Control group after the training programme on the measures of Symptoms of Stress" is accepted.

The result of the present student is confirmed with earlier studies of**Bharati Rao Pothukuchi (2008)** studied the relationship between personality and time management skills.The present study examines the stress and factors that results in stress and ways to cope through training interventions.Data on eight secondary order personality factors and time management skills was obtained from forty students of business school using 16 Personality factor test and Thomas personal profile analysis respectively. The sample was divided into two groups, depending on the level of time management skills being poor or good (based on needs report generated because of Thomas Personal Profile Analysis). 't' test on means was performed for each secondary order personality factor to detect significant differences between two group

5.0 SUMMARY

The major objective of the present study to assess the efficacy of training programme in improving engineering students' communication skills, leadership skills, and managing stress in relation to campus recruitment. In the present study the investigator has taken the personal variables of student's gender, age, branch of study, religion, nativity, community, father'seducation, mother's education, father's occupation, mother's occupation,type of family, no. of training programmes attended and medium of study I school (12^{th} Std.). The present study also envisaged explaining impact of personal variables of students on the study variables of (i) communication skills,(ii) leadership skills and (iii) Managing stress.

A sample of 240 students (Male = 130, Female = 110)were selected in a deemed university. The students are studying final year engineering in IT/CSE/ECE/EEE/EIEand MECH. They were administered well defined questionnaires namely: (i) 18-items of communication skills questionnaire, (ii) 35-items of leadership skills questionnaire and (iii) 40-items of stress symptoms check list. The researcher hasselected experimental type of research design which is highly suitable of research study.

During the pilot study, 3 questionnaires were statistically analyzed both for reliability and validity. In the pilot study, 25% (n=60) of the total sample (N=240) were taken. They were administered (i) communication skills questionnaire, (ii) of leadership skills questionnaire and (iii) stress symptoms questionnaire. Those who score low in communication skills, low in leadership skills and high in symptoms of stress were subjected to experimental and control group. Hence, out of 240, 160 students fall under the Experimental – Control group. A total of 80 students are considered as "control group". The experimental group of students are subjected to training on communication skills, leadership development and managing their personal and academic stress. To make training a successful one the investigator has given the training programme in small

groups namely 20-25 students covering all 80 students in experimental group during the leisure hours and during the weekend, During the main study, a sample of 180 students were given (i) personal data sheet(ii) 18-items of communication skills questionnaire, (iii) 35-items of leadership skills questionnaire and (iv) 40-items of stress symptoms check list. The collected data from the students were statistically analyzed by using the following statistical analysis namely mean, SD, percentage analysis, correlation coefficient, 't'-test, one way ANOVA, multiple regression analysis, and step wise multiple regression analysis.