Chapter – V

Major Findings, Educational implications & Suggestions

Any research work in the area of education would become meaningless unless its findings have implications to the field of Education. Keeping it in view the present chapter focuses on the main findings and implications of the study. Some potential areas for further research in the field related to this study have also been identified.

5.1 Major Findings of the Study

Findings of Section-I

1. No significant correlation was found between activity-passivity, enthusiastic-non enthusiastic and assertive-submissive traits of personality and all factors of academic stress (cognitive, affective, physical, social/interpersonal and motivational) of adolescents.

2. Positive and significant correlation was found between suspicious-trusting trait of personality and all factors except affective factor of academic stress of adolescents.

3. Positive and significant correlation was found between depressive-non depressive and emotional instability-emotional stability traits of personality and all factors of academic stress of adolescents.

4. No significant correlation was found between activity-passivity and enthusiastic-non enthusiastic traits of personality and all factors of academic stress of adolescent girls.

5. No significant correlation was found between assertive-submissive trait of personality and all factors except cognitive factor of academic stress of adolescent girls.
6. Positive and significant correlation was found between suspicious-trusting trait of personality and all factors except affective factor of academic stress of adolescent girls.

7. Positive and significant correlation was found between depressive-non depressive trait of personality and all factors of academic stress of adolescent girls.

8. Positive and significant correlation was found between emotional instability-emotional stability trait of personality and all factors except motivational factor of academic stress of adolescent girls.

9. No significant correlation was found between activity-passivity and assertive-submissive traits of personality and all factors of academic stress of adolescent boys.

10. No significant correlation was found between enthusiastic-non enthusiastic trait of personality and all factors except affective factor of academic stress of adolescent boys.

11. No significant correlation was found between suspicious-trusting trait of personality and all factors except motivational factor of academic stress of adolescent boys.

12. Positive and significant correlation was found between depressive-non depressive trait of personality and all factors of academic stress of adolescent boys.

13. Positive and significant correlation was found between emotional instability-emotional stability trait of personality and cognitive, physical and motivational factor of academic stress but no significant correlation was found with affective and social/interpersonal factors of academic stress of adolescent boys.

14. No significant correlation was found between control and permissiveness dimensions of home environment and all the factors of academic stress of adolescents.

15. Negative and significant correlation was found between protectiveness, reward and nurturance dimensions of home environment and cognitive, social/interpersonal and motivational factors of academic stress of adolescents. Although no significant correlation was found between protectiveness, reward and nurturance dimensions of
home environment and affective and physical factors of academic stress of adolescents.

16. Positive and significant correlation was found between deprivation of privileges and rejection dimensions of home environment and cognitive and motivational factors of academic stress of adolescents. Although no significant correlation was found between deprivation of privileges and rejection dimensions of home environment and affective, physical and social/interpersonal factors of academic stress of adolescents.

17. No significant correlation was found between punishment dimension of home environment and all the factors of academic stress of adolescents except one i.e. affective factor.

18. No significant correlation was found between conformity dimension of home environment and all the factors of academic stress of adolescents except one i.e. cognitive factor.

19. No significant correlation was found between social isolation dimension of home environment and all the factors of academic stress of adolescents except one i.e. physical factor.

20. No significant correlation was found between punishment, conformity, social isolation, reward and deprivation of privileges dimensions of home environment and all the factors of academic stress of adolescent girls.

21. No significant correlation was found between control and rejection dimension of home environment and all the factors of academic stress of adolescent girls except one i.e. cognitive factor.

22. Negative and significant correlation was found between protectiveness dimension of home environment and cognitive and motivational factors of academic stress of adolescent girls. Although no significant correlation was found between protectiveness dimensions of home environment and affective, physical and social/interpersonal factors of academic stress of adolescent girls.
23. Negative and significant correlation was found between nurturance dimension of home environment and cognitive, social/interpersonal and motivational factors of academic stress of adolescent girls. Although no significant correlation was found between protectiveness dimensions of home environment and affective and physical factors of academic stress of adolescent girls.

24. Negative and significant correlation was found between permissiveness dimension of home environment and social/interpersonal and motivational factors of academic stress of adolescent girls. Although no significant correlation was found between permissiveness dimensions of home environment and cognitive, affective and physical factors of academic stress of adolescent girls.

25. No significant correlation was found between control dimension of home environment and all the factors of academic stress of adolescent boys.

26. No significant correlation was found between protectiveness and punishment dimension of home environment and all the factors of academic stress of adolescent boys except one i.e. affective factor.

27. No significant correlation was found between conformity dimension of home environment and all the factors of academic stress of adolescent boys except one i.e. physical factor.

28. No significant correlation was found between social isolation and nurturance dimension of home environment and all the factors of academic stress of adolescent boys except one i.e. motivational factor.

29. Negative and significant correlation was found between reward dimension of home environment and cognitive, physical and motivational factors of academic stress of adolescent boys. Although no significant correlation was found between reward dimensions of home environment and affective and social/interpersonal factors of academic stress of adolescent boys.

30. Positive and significant correlation was found between deprivation of privileges and rejection dimension of home environment and cognitive and motivational factors of
academic stress of adolescent boys. Although no significant correlation was found between deprivation of privileges and rejection dimensions of home environment and affective, physical and social/interpersonal factors of academic stress of adolescent boys.

31. No significant correlation was found between activity-passivity, enthusiastic-non-enthusiastic and suspicious-trusting dimension of personality and all the dimensions of coping strategies (confrontive, distancing, self-controlling, seeking social support, accepting responsibility, escape avoidance, planful problem solving and positive reappraisal) of adolescents.

32. No significant correlation was found between assertive-submissive dimension of personality and all the dimensions of coping strategies of adolescents except two i.e. distancing & seeking social support.

33. No significant correlation was found between depressive-non depressive and emotional instability-emotional stability dimension of personality and all the dimensions of coping strategies of adolescents except one i.e. escape avoidance.

34. No significant correlation was found between enthusiastic-non-enthusiastic and suspicious-trusting dimension of personality and all the dimensions of coping strategies of adolescent girls.

35. No significant correlation was found between activity-passivity, depressive-non depressive and emotional instability-emotional stability dimension of personality and all the dimensions of coping strategies of adolescent girls except one i.e. escape avoidance.

36. Positive and significant correlation was found between assertive-submissive dimension of personality and confronting, distancing, seeking social support and positive reappraisal dimensions of coping strategies of adolescent girls.

37. No significant correlation was found between assertive-submissive dimension of personality and self-controlling, accepting responsibility, escape avoidance and planful problem solving dimensions of coping strategies of adolescent girls.
38. No significant correlation was found between activity-passivity, assertive-submissive and emotional instability-emotional stability dimension of personality and all the dimensions of coping strategies of adolescent boys.

39. No significant correlation was found between suspicious-trusting and depressive-non depressive of personality and all the dimensions of coping strategies of adolescent boys except one i.e. escape avoidance.

40. No significant correlation was found between enthusiastic-non enthusiastic dimension of personality and all the dimensions of coping strategies of adolescent boys except one i.e. accepting responsibility.

41. No significant correlation was found between control, protectiveness, reward and nurturance dimensions of home environment and all the dimensions of coping strategies of adolescents.

42. No significant correlation was found between punishment and conformity dimension of home environment and all the dimensions of coping strategies of adolescents except one i.e. self-controlling.

43. Positive and significant correlation was found between social isolation dimension of home environment and all the dimensions of coping strategies of adolescents except two i.e. distancing & self-controlling.

44. Positive and significant correlation was found between deprivation of privileges dimension of home environment and seeking social support, escape avoidance and positive reappraisal of adolescents. Although no significant correlation was found between deprivation of privileges dimensions of home environment and confronting, distancing, self-controlling, accepting responsibility and planful problem solving dimensions of coping strategies of adolescents.

45. No significant correlation was found between control, protectiveness, punishment, conformity, nurturance and permissiveness dimensions of home environment and all the dimensions of coping strategies of adolescent girls.
46. No significant correlation was found between social isolation and reward dimension of home environment and all the dimensions of coping strategies of adolescent girls except one i.e. seeking social support.

47. No significant correlation was found between deprivation of privileges dimension of home environment and all the dimensions of coping strategies of adolescent girls except one i.e. escape avoidance.

48. No significant correlation was found between rejection dimension of home environment and all the dimensions of coping strategies of adolescent girls except one i.e. distancing.

49. No significant correlation was found between control, reward and nurturance dimensions of home environment and all the dimensions of coping strategies of adolescent boys.

50. No significant correlation was found between protectiveness and conformity dimension of home environment and all the dimensions of coping strategies of adolescent boys except one i.e. self-controlling.

51. Positive and significant correlation was found between punishment dimension of home environment and confronting, self-controlling, escape avoidance and positive reappraisal dimensions of coping strategies of adolescent boys. Although no significant correlation was found between punishment dimension of home environment and distancing, seeking social support, accepting responsibility and planful problem solving dimensions of coping strategies of adolescent boys.

52. No significant correlation was found between social isolation, deprivation of privileges, rejection and permissiveness dimensions of home environment and all the dimensions of coping strategies of adolescent boys except one i.e. escape avoidance.
Findings of Section-II

1. Independent variable of depressive-non depressive personality trait has been found to be the most significant predictor of cognitive factor of academic stress of adolescents followed by protectiveness and rejection (dimensions of home environment).

2. Independent variable of depressive-non depressive personality trait has been found to be the most significant predictor of affective factor of academic stress of adolescents followed by punishment (dimension of home environment).

3. Independent variable of depressive-non depressive personality trait has been found to be the most significant predictor of physical factor of academic stress of adolescents followed by social isolation (dimension of home environment).

4. Independent variable of depressive-non depressive personality trait has been found to be the most significant predictor of social/interpersonal factor of academic stress of adolescents followed by nurturance (dimension of home environment).

5. Independent variable of suspicious-trusting personality trait has been found to be the most significant predictor of motivational factor of academic stress of adolescents followed by nurturance, deprivation of privileges (dimensions of home environment) and depressive-non depressive personality trait.

6. Independent variable of social isolation (dimension of home environment) has been found to be the significant predictor of confrontive coping strategy of adolescents.

7. Independent variable of assertive-submissive personality trait has been found to be the significant predictor of distancing coping strategy of adolescents.
8. Independent variable of punishment (dimension of home environment) has been found to be the significant predictor of self-controlling coping strategy of adolescents.

9. Independent variable of social isolation (dimension of home environment) has been found to be the most significant predictor of seeking social support coping strategy of adolescents followed by depressive-non depressive, emotional instability-emotional stability and assertive-submissive personality traits.

10. Independent variable of social isolation (dimension of home environment) has been found to be the significant predictor of accepting responsibility coping strategy of adolescents.

11. Independent variable of deprivation of privileges (dimension of home environment) has been found to be the most significant predictor of escape avoidance coping strategy of adolescents followed by depressive-non depressive personality trait, control, permissiveness and conformity (dimensions of home environment).

12. Independent variable of social isolation (dimension of home environment) has been found to be the most significant predictor of planful problem solving coping strategy of adolescents followed by activity-passivity personality trait.

13. Independent variable of deprivation of privileges (dimension of home environment) has been found to be the most significant predictor of positive re appraisal coping strategy of adolescents followed by assertive-submissive personality trait.

14. Independent variable of suspicious-trusting personality trait has been found to be the most significant predictor of cognitive factor of academic stress of adolescent girls followed by control (dimension of home environment).
15. Independent variable of emotional instability-emotional stability personality trait has been found to be the most significant predictor of affective factor of academic stress of adolescent girls followed by assertive-submissive personality trait, deprivation of privileges, control and conformity (dimensions of home environment).

16. Independent variable of depressive-non depressive personality trait has been found to be the significant predictor of physical factor of academic stress of adolescent girls.

17. Independent variable of nurturance (dimension of home environment) has been found to be the most significant predictor of social/interpersonal factor of academic stress of adolescent girls followed by suspicious-trusting personality trait and punishment (dimension of home environment).

18. Independent variable of protectiveness (dimension of home environment) has been found to be the most significant predictor of motivational factor of academic stress of adolescent girls followed by depressive-non depressive personality trait.

19. Independent variable of assertive-submissive personality trait has been found to be the significant predictor of confrontive coping strategy of adolescent girls.

20. Independent variable of rejection (dimension of home environment) has been found to be the significant predictor of distancing coping strategy of adolescent girls.

21. Independent variable of assertive-submissive personality trait has been found to be the most significant predictor of seeking social support coping strategy of adolescent girls followed by reward (dimension of home environment).
22. Independent variable of emotional instability-emotional stability personality trait has been found to be the most significant predictor of escape avoidance coping strategy of adolescent girls followed by activity-passivity personality trait, suspicious-trusting personality trait, deprivation of privileges and control (dimensions of home environment).

23. Independent variable of reward (dimension of home environment) has been found to be the most significant predictor of positive reappraisal coping strategy of adolescent girls followed by assertive-submissive personality trait.

24. Independent variable of depressive-non depressive personality trait has been found to be the most significant predictor of cognitive factor of academic stress of adolescent boys followed by rejection (dimension of home environment).

25. Independent variable of depressive-non depressive personality trait has been found to be the most significant predictor of affective factor of academic stress of adolescent boys followed by protectiveness (dimension of home environment).

26. Independent variable of conformity (dimension of home environment) has been found to be the most significant predictor of physical factor of academic stress of adolescent boys followed by depressive-non depressive personality trait.

27. Independent variable of depressive-non depressive personality trait has been found to be the significant predictor of social/interpersonal factor of academic stress of adolescent boys.

28. Independent variable of rejection (dimension of home environment) has been found to be the most significant predictor of motivational factor of academic stress of adolescent boys followed by reward and control (dimensions of home environment).
29. Independent variable of punishment (dimension of home environment) has been found to be the significant predictor of confrontive coping strategy of adolescent boys.

30. Independent variable of punishment (dimension of home environment) has been found to be the most significant predictor of self-controlling coping strategy of adolescent boys followed by social isolation (dimension of home environment).

31. Independent variable of punishment (dimension of home environment) has been found to be the significant predictor of accepting responsibility coping strategy of adolescent boys.

32. Independent variable of deprivation of privileges (dimension of home environment) has been found to be the most significant predictor of escape avoidance coping strategy of adolescent boys followed by depressive-non depressive personality trait and conformity (dimension of home environment).

33. Independent variable of punishment (dimension of home environment) has been found to be the significant predictor of positive reappraisal coping strategy of adolescent boys.

Findings of Section-III
1. Adolescents with active-passive, enthusiastic-non enthusiastic & assertive-submissive traits of personality were found to have no significant difference on their academic stress.

2. Adolescents with suspicious-trusting, depressive-non depressive & emotional instability-emotional stability traits of personality were found to have significant difference on their academic stress. Further mean scores revealed that adolescents having suspicious, depressive and emotional instability personality traits experience more academic stress than their respective counterparts.
3. Adolescents with high and low control, protectiveness, punishment, conformity, social isolation & permissiveness of home environment were found to have no significant difference on their academic stress.

4. Adolescents with high and low deprivation of privileges and rejection of home environment were found to have significant difference on their academic stress. Further mean scores revealed that adolescents having high deprivation of privileges and high rejection (dimensions of home environment) experience more academic stress than their respective counterparts.

5. Adolescents with high and low reward and nurturance of home environment were found to have significant difference on their academic stress. Further mean scores revealed that adolescents having low reward and low nurturance (dimensions of home environment) experience more academic stress than their respective counterparts.

6. Adolescents with active-passive trait of personality were found to have no significant difference on confrontive, distancing, self-controlling, seeking social support, accepting responsibility and positive reappraisal coping strategies.

7. Adolescents with active-passive trait of personality were found to have significant difference on escape avoidance coping strategy. Further mean score revealed that adolescents having passive personality trait use escape avoidance coping strategy more than their counterparts.

8. Adolescents with active-passive trait of personality were found to have significant difference on planful problem solving coping strategy. Further mean score revealed that adolescents having active personality trait use planful problem solving coping strategy more than their counterparts.
9. Adolescents with enthusiastic-non enthusiastic, assertive-submissive and suspicious-trusting traits of personality were found to have no significant difference on their coping strategies.

10. Adolescents with depressive-non depressive trait of personality were found to have no significant difference on confrontive, distancing, self-controlling, accepting responsibility, planful problem solving and positive reappraisal coping strategies.

11. Adolescents with depressive-non depressive trait of personality were found to have significant difference on seeking social support and escape avoidance coping strategies. Further mean scores revealed that adolescents having depressive personality trait use seeking social support and escape avoidance coping strategies more than their counterparts.

12. Adolescents with emotional instability-emotional stability trait of personality were found to have no significant difference on confrontive, distancing, self-controlling, seeking social support, accepting responsibility, planful problem solving and positive reappraisal coping strategies.

13. Adolescents with emotional instability-emotional stability trait of personality were found to have significant difference on escape avoidance coping strategy. Further mean scores revealed that adolescents having emotional instability trait use escape avoidance coping strategy more than their counterparts.

14. Adolescents with high and low control of home environment were found to have no significant difference on confrontive, distancing, seeking social support, accepting responsibility, escape avoidance, planful problem solving and positive reappraisal coping strategies.

15. Adolescents with high and low control of home environment were found to have significant difference on
self controlling coping strategy. Further mean scores revealed that adolescents having high control (dimension of home environment) use self controlling coping strategy more than their counterparts.

16. Adolescents with high and low protectiveness of home environment were found to have no significant difference on confrontive, distancing, seeking social support, accepting responsibility, escape avoidance and positive reappraisal coping strategies.

17. Adolescents with high and low protectiveness of home environment were found to have significant difference on self controlling and planful problem solving coping strategies. Further mean scores revealed that adolescents having high protectiveness (dimension of home environment) use self controlling and planful problem solving coping strategies more than their counterparts.

18. Adolescents with high and low punishment of home environment were found to have no significant difference on confrontive, distancing, seeking social support, and planful problem solving coping strategies.

19. Adolescents with high and low punishment of home environment were found to have significant difference on self controlling, accepting responsibility, escape avoidance and positive reappraisal coping strategies. Further mean scores revealed that adolescents having high punishment (dimension of home environment) use self controlling, accepting responsibility, escape avoidance and positive reappraisal coping strategies more than their counterparts.

20. Adolescents with high and low conformity of home environment were found to have no significant difference on distancing, accepting responsibility, planful problem solving and positive reappraisal coping strategies.
21. Adolescents with high and low conformity of home environment were found to have significant difference on confrontive, self controlling, seeking social support and escape avoidance coping strategies. Further mean scores revealed that adolescents having high conformity (dimension of home environment) use confrontive, self controlling, seeking social support and escape avoidance coping strategies more than their counterparts.

22. Adolescents with high and low social isolation of home environment were found to have no significant difference on distancing and self controlling coping strategies.

23. Adolescents with high and low social isolation of home environment were found to have significant difference on confrontive, seeking social support, accepting responsibility, escape avoidance, planful problem solving and positive reappraisal coping strategies. Further mean scores revealed that adolescents having high social isolation (dimension of home environment) use confrontive, seeking social support, accepting responsibility, escape avoidance, planful problem solving and positive reappraisal coping strategies more than their counterparts.

24. Adolescents with high and low reward of home environment were found to have no significant difference on distancing, self controlling, accepting responsibility, escape avoidance, planful problem solving and positive reappraisal coping strategies.

25. Adolescents with high and low reward of home environment were found to have significant difference on confrontive and seeking social support coping strategies. Further mean scores revealed that adolescents having high reward (dimension of home environment) use confrontive and seeking social support coping strategies more than their counterparts.

26. Adolescents with high and low deprivation of privileges of home environment were found to have no
significant difference on distancing, self controlling and planful problem solving coping strategies.

27. Adolescents with high and low deprivation of privileges of home environment were found to have significant difference on confrontive, seeking social support, accepting responsibility, escape avoidance and positive reappraisal coping strategies. Further mean scores revealed that adolescents having high deprivation of privileges (dimension of home environment) use confrontive, seeking social support, accepting responsibility, escape avoidance and positive reappraisal coping strategies more than their counterparts.

28. Adolescents with high and low nurturance of home environment were found to have no significant difference on confrontive, distancing, self controlling, seeking social support, escape avoidance, planful problem solving and positive reappraisal coping strategies.

29. Adolescents with high and low nurturance of home environment were found to have significant difference on accepting responsibility coping strategy. Further mean scores revealed that adolescents having high nurturance (dimension of home environment) use accepting responsibility coping strategy more than their counterparts.

30. Adolescents with high and low rejection of home environment were found to have no significant difference on distancing, self controlling, accepting responsibility, planful problem solving and positive reappraisal coping strategies.

31. Adolescents with high and low rejection of home environment were found to have significant difference on confrontive, seeking social support, accepting responsibility and escape avoidance coping strategies. Further mean scores revealed that adolescents having high rejection (dimension of home environment) use confrontive, seeking social support, accepting responsibility and escape avoidance coping strategies more than their counterparts.
Adolescents with high and low permissiveness of home environment were found to have no significant difference on confrontive, distancing, self controlling, seeking social support, accepting responsibility, planful problem solving and positive reappraisal coping strategies.

Adolescents with high and low permissiveness of home environment were found to have significant difference on escape avoidance coping strategy. Further mean scores revealed that adolescents having high permissiveness (dimension of home environment) use escape avoidance coping strategy more than their counterparts.

5.2 Educational Implications

The most outstanding characteristic of any research is that it contributes to the development of the area concerned. As we know that adolescence is the most difficult stage of life, not only for the adolescent himself/herself but also for all the other persons allied with their life i.e. parents, teachers, counsellors etc. Some of the findings of the present investigation carry a message for parents and teachers with regard to handling this most crucial phase adolescence. Following are some of the important implications of the present study:

1. Since emotional instability was found to have a positive correlation with academic stress, parents and teachers should try to develop emotional intelligence among students through their day to day interactions with them. They should try to help the students develop the ability to comprehend and regulate feelings and emotions of the self and others. Adolescents must be encouraged by their parents to express their feelings in a desirable way and to a desirable extent.

2. The identification of the positive link between depressive personality trait and academic stress represents an important step toward developing preventive interventions for adolescents. One target for preventive interventions could certainly be to reduce the burden on adolescents by decreasing their exposure to stress. These might include efforts to reduce stressors in the family environment as well as in the school environment. However, given the limited control that can be gained over
young people's exposure to many forms of stressful situations, an even more important intervention is to increase adolescents' abilities to cope with stress.

3. Suspicious adolescents have been found to have more academic stress. Hence parents should try to generate trust in adolescents by letting them know that they can trust their parents. Parents should always try to convince their children at this stage specifically that the home and neighbourhood is safe, and that he/she is loved and an important member of the family.

4. This study will also help the teachers and parents to enlighten and sensitize regarding appropriate handling of adolescents by avoiding physical punishment and using some psychological measures/techniques to raise healthy, responsible and well-disciplined persons which will be a great contribution of parents and teachers to the society. They must understand and realize that they are the nurturers of love, values and civilization; they are dealing with human beings not with objects.

5. Parents and teachers need to be guided to help the adolescents to develop coping strategies on reality ground to help them to achieve performance near to idealized self. Different stress management techniques such as meditation, support groups, games etc., help in better adoption of coping skills, improved knowledge of stress and enhanced ability to resolve conflicts.

6. Awareness campaigns on issues regarding ‘importance of coping strategies formation and adolescents’ should be organised. Problems should be solved via child welfare department; media can also help in this regard.

7. Young adolescents need opportunities to form relationships with adults who understand them and who are willing to support their development. Educational as well as advisory programs and practices can promote an atmosphere of friendliness, concern, and group cohesiveness (Kellough & Kellough, 2008). Moreover, teachers can acknowledge the importance of friendships and help students to understand that shifting allegiances are normal.

8. The result of this study also can inform counsellors about the relationship between various coping strategies adopted by the adolescent and their personality type. With this knowledge, counselors can better identify coping strategies adopted by the students of varied personalities and can tailor counselling interventions to address the
most common problems. Lastly, this study emphasizes the importance for counselors to consider gender issues when developing and implementing adolescent coping skills development programmes.

9. This study would help parents and teachers in understanding the various types of coping strategies which have been used by different personality types of adolescents. It is helpful to parents. They can have a better understanding of that if there is more dominance of control, protectiveness, social isolation, rejection, deprivation of privileges and permissiveness then it might result in academic stress. So the parents should keep these factors in a balanced manner.

10. The media can also make a contribution towards helping students. The focus of media coverage needs to shift towards providing information that allows individuals to take informed decisions. The media can play a role in encouraging parents and teachers to ‘back off’ from creating conditions of academic stress for students. Students, for instance, need to be encouraged to engage in outdoor play rather than spending time in front of the computer, since research suggests that engagement in active leisure (exercise, sports) is associated with better adjustment and fewer symptoms of depression than passive leisure.

11. The present findings also point to the importance of home environment in understanding and predicting coping behaviour. This suggests that there are important distinctions among coping strategies adopted by adolescents having various home environments. So parents should try to provide warm and conducive environment.

5.3 Suggestions for further research

Any study, however, wide it may be, its scope cannot claim to be all inclusive and points out the scope for further investigation with other equally relevant variables. In an attempt for solution of the problem, new problems arise. It is from this point of view, some suggestions are being made for further investigation of some of the important issues that seem to originate from the present work:

1. The study needs to be replicated on a larger sample to confirm the findings of the present study. It was not possible to do so in the current study, but the exploration with a more diverse sample is important for developing a complete understanding of the topic.
2. Further study may be conducted involving other variables like school environment, peer effect, self-esteem and other variables.

3. The associations found between different domains of academic stress with different personality types & home environment should be further elaborated. In particular, longitudinal research allowing the association of academic stress with different personality types & home environment to be assessed and compared over time are suggested. Similar study is also suggested for coping strategies.

4. This study was delimited to the sample of only 11th and 12th grade whereas similar study may be conducted on younger adolescents i.e. grade 9th and 10th.

5. Another major limitation of the study was that it was conducted at the beginning of the school year. Due to this it appears that at least some of the perception of stress was due to the anticipation, rather than the reality, of academic pressure. Had the students been surveyed later in the school year, it is likely that academic stress would have been higher than at the beginning of the school year, and it would also have captured the true experience of academic stress.

6. Further research may be undertaken on adolescents with special needs with the same variables.

7. This study was confined to the state of Haryana only. A similar investigation may also be conducted on students of different states. In fact a comparative analysis of adolescents of different states can be done.

8. A cross cultural study of academic stress and coping strategies among adolescents of different developed and developing countries may also be undertaken.