Chapter 5
SUMMARY AND CONCLUSION

Overview

The major findings of the present study and its implications for the correlates of Academic Achievement among the adolescent students of higher secondary class of the schools in Chennai and Kanchipuram districts are discussed in this chapter. Directions for future research to enhance Academic achievement among students are also discussed.

Restatement of the problem

The focus of the present study is to understand the effect of Psychological social correlates that affects the academic achievement of adolescent students of higher secondary classes. The study uses Chambers model, Systems theory Input-output model and its extended models as the conceptual framework to examine the Psychological and social correlates of academic achievement among adolescent students.

Need and Significance of the Study

Schools are often considered as an important place for the development of deviant behaviour, as the adolescents spend much of their time in school. School attitude is an aspect of the school context that includes the attitudes, beliefs, values and norms that underline the operation of the school. In the school context deviant actions stand for the rejection of the school code of conduct, aggression against authority and remain active in enhancing prestige.

The school is in a more strategic position than the home to influence the lives of adolescents. The school has more access to and can exercise more authority over
the adolescent group. The teachers can view the adolescents more objectively than the parents. If the adolescent student confides an aspiration, or has a problem, or confesses his or her weakness, the high school teacher can counsel them with more ease than the parent. The experience of the adolescents in their higher secondary level will have an important influence on their later life.

   Academic success is important because it is strongly linked to the positive outcomes we value. Academically successful adolescents have higher self-esteem, lower levels of depression, anxiety, are socially inclined and are less likely to indulge in deviant behaviour.

   The initiatives taken by the school authorities to educate parents on effective monitoring to reduce deviant behaviour and teachers to be aware of the factors they should watch for in students whether it is anti social behaviour or disruptive behaviour can be made possible only if both parents and teachers are ready to work together to create a possible learning atmosphere to enhance academic achievement. This is necessary to the adolescent student of all the countries as the levels of deviant behaviour appears to continue to increase everywhere in the world (Levine, 2007)

   The research studies focussing on psychological and social correlates of academic achievement and the educational programs to enhance academic performance has become essential. Thus the present study assumes significance in emphasising the educational programs offered by schools for the child and parent to work together to establish a closer bond and educating the teachers to know what factors they should watch in for in students and how to approach them. This will help in identifying the deviant behaviour, aggressive nature and symptoms of depression to create a positive learning environment to enhance academic achievement among the adolescents.
Conceptual Framework of the Study

In the present study the chambers model and input output systems theory model was adapted with the required modification to suit the Indian context. The model is applied to understand the psychological and social correlates of academic achievement among adolescent students of higher secondary classes. The present study has analysed the influence of three psychological variables and sensual social variables including family factors on academic achievement of adolescents.

The independent variables of the present study are the three psychological correlates that comprises Behaviour Deviance, Aggression and Depression.

The social correlates considered for the present study are, type of school management, Group, Medium, Locality and family factors that include type of family, age, education, occupation and income of father and mother, mode of stay, birth position and distance from home to school.

The study has used t-test and ANOVA to examine the mean difference, application of correlation analysis to establish the propulsion of variance explained by the independent variables with respect to the respondent’s academic achievement as dependent variable.

Methodology

Sample

The state board secondary schools located in Chennai and Kanchipuram districts are divided on the basis of the type of school management resulting in three lists, Government–Aided, Government and Private Schools. The students studying in Std XI & XII of science and arts group of both English and Tamil medium are the sample respondents of the present study. In all, the study has covered 900 students of higher secondary classes for data collection through self administered
questionnaire. After scrutinising the filled in questionnaire for consistency of information and missing data, the response of 800 students are considered for the study.

**Tools**

The present study has used structured questionnaire to collect the data. Apart from the information on the respondents’ characteristics, four psychometric scales are used to measure the independent variables. The data of scores obtained was by the students in the final examination was considered for the dependent variable. The responses to each statement in the psychometric scales are scored using Likert type 5 point scale that ranges from Great extent (5), Sufficient extent (4), Usual extent (3), Some extent (2), Not related (1) for behaviour deviance scale. In case of aggression responses are scored on 5 point scale that ranges from Strongly Agree (1), Agree (2), Undecided (3), Disagree (2), and Strongly disagree (1). For depression scale the responses for the statements are scored as nearly Always (a), Sometimes, Occasionally, Uncertain(b) and Hardly ever, False, Seldom (c).

**Data Analysis**

The information collected through the questionnaire are coded entered IBM SPSS Version 20 package, Analysis of Data is carried out by applying the following statistics.

1. Descriptive statistics using percentages, mean and standard deviation.
2. Pearson’s Correlation analysis among Independent and dependent Variables.
3. Multiple Repression analysis
4. Differential analysis using t-test and ANOVA.
Limitations of the Study

The scope of this study is limited to the population of higher secondary class students in districts of Chennai and Kanchipuram from Government, Government-Aided and Private schools. The sample respondents were drawn from randomly selected higher secondary schools. The present study is limited to extent that it relies on structural questionnaire to collect the response of students to analyse their Behaviour Deviation, Aggression and Depression.

Major Findings

The study has used frequency percentages and mean values as descriptive statistics to elucidate the responses of higher secondary class students pertaining to psychological and social correlates, apart from analyzing the respondent’s level of academic achievement.

The study has employed t-test and ANOVA to analyze the significance of mean difference in independent and dependent variables across student’s academic achievement.

Findings Pertaining to descriptive analysis of Social Correlates

1. In the sample studied majority of the adolescent students are from Government Aided School, pursuing Science group. A majority of them are from English medium and they hail from Urban locality.

2. An analysis of the sample shows that majority of the students belong to Nuclear family system, Majority of the student’s fathers belong to the age group 40-50 yrs, and their education is school level. Most of fathers work as coolies and their income is between Rs 1000- 5000.

3. An analysis of the sample shows that 95% of the student’s mothers are in the age group 31-50 yrs, their education is school level. 85% of the mother
are housewives, and hence in the no income group. Thus the analysis of the parents income reveals that majority of the students belong to low level with regard to socio economic status.

4. An analysis of the sample shows that 50% of the student’s respondents are first born in their birth order. 85% of the students stay with their parents and they distance from their home to school is below 2 kms.

5. An analysis of the mean score of Academic achievement of the adolescent students show that majority of them are at the average level of Academic achievement.

6. An analysis of the mean scores for the psychological correlates illustrates that majority of the students are at the average level of Behaviour Deviance, Aggression and Depression.

**Findings Pertaining to relationship among variables**

1. There exists a statistically significant relationship among all the psychological variables (Behaviour Deviance, Aggression and Depression) and the academic achievement leading to acceptance of propped Hypothesis-1.

2. The analyses of the results have shown that academic achievement has a significant moderate relationship Overall behaviour deviance Expectation Evasion Deviance and Aggression score. However it shows low relationship with respondent’s depression.

3. The results have shown significant substantial relationship of depression score with overall behaviour deviance and rebellion deviance. However depression score has significant moderate relationship with other independent variable.
4. The respondents aggression score has a significant substantial relationship of aggression score with expectation evasion deviance, overall behaviour deviance and rebellion deviance, Aggression score has significant moderate relationship with withdrawing deviance.

**Findings Pertaining to predictions of Academic Achievement**

1. Regression Model-1 shows three of the Psychological variables namely Behaviour Deviance, Aggression and Depression are significant predictors of Academic achievement. The results of regression show that based on standard coefficient Behaviour Deviance is the most contributing variable to improve Academic Achievement followed by Aggression score and Depression score.

2. Regression of Behaviour Deviance and its dimensions show that the proportion of variance explained in academic achievement is only weak for Rebellion deviance and withdrawing deviance. The effect is moderate for Expectation Evasion deviance. The results of regression shows that based on standard co-efficient, Expectation Evasion deviance is the most contributing kind of behaviour deviance followed by withdrawing deviance and Rebellion deviance.

**Findings Pertaining to Mean Difference**

1. There exists a significant difference in the mean values of group for all the psychological variables. The students of Arts group have higher mean for all the three psychological variables than the students of Science group for the psychological variables except for academic achievement where the students of Science group have higher near than Arts group.

2. There exists a significant difference in the mean values of respondent’s Medium of instruction. The students of English medium have higher
mean for all the three Psychological variables than the students of Tamil medium except for Academic Achievement where the students of Tamil medium have higher mean than English medium students.

3. There exists a significant difference in the mean values of respondent’s Locality. The students of Urban locality have higher mean for Behaviour Deviance and Depression than the students of Rural locality except for Aggression and Academic Achievement.

4. There exists a significant difference in the mean values of respondent’s type of family. The students of Joint family have higher mean for Aggression than the students of Nuclear family except for Behaviour Deviance, Depression and Academic Achievement.

5. There exists a significant difference in the mean values of respondent’s Mother’s age. The students whose mother’s age is above 50 yrs have higher mean for Behaviour Deviance and Aggression than the students of whose mother’s age is between 31-50 yrs, except for Depression and Academic Achievement.

6. Results of ANOVA show that there is significant difference in the mean scores of students with regard to type of School Management for the Psychological variables Behaviour Deviance, Aggression, Depression and Academic Achievement.

7. Results of ANOVA test indicate that there is significant difference in the mean scores of students with regard to their mode of stay for all the Psychological variables Behaviour Deviance, Aggression, Depression and Academic Achievement.

8. Results of ANOVA test indicate that there is significant difference in the mean scores of students with regard to father’s occupation for Behaviour Deviance, Aggression and Depression, except for Academic Achievement.
9. Results of ANOVA test indicate that there is significant difference in the mean scores of students with regard to father’s income for Aggression, Depression and Academic Achievement, except for Behaviour Deviance.

10. Results of ANOVA test indicate that there is significant difference in the mean scores of students with respect to father’s education for Behaviour Deviance and Depression where there is no significant difference for Aggression and Academic Achievement.

11. Results of ANOVA test indicate that there is significant difference in the mean scores of students with respect to father’s age for Behaviour Deviance, Aggression and Academic Achievement expect for Depression.

12. Results of ANOVA test indicate that there is significant difference in the mean scores of students with regard to mother’s education for Psychological variables Behaviour Deviance and Aggression except Depression and Academic Achievement.

13. The ANOVA test results show that there is significant difference in the mean scores of students with respect to mother’s occupation for Aggression and Academic Achievement and except Depression and there is no significant difference for Behaviour Deviance and Depression.

14. The ANOVA test results show that there is significant difference in the mean scores of students with respect to mother’s income for Behaviour Deviance and Aggression while there is no significant difference for Depression and Academic Achievement.

15. The ANOVA test results show that there is significant difference in the mean scores of student’s birth order for Aggression while there is no significant difference for Behaviour Deviance, Depression and Academic Achievement.
16. The ANOVA test results show that there is significant difference with respect to distance from home to School all for Aggression while there is no significant difference for all Psychological variables and Academic Achievement.

**Implications of the Study**

The results of the present study show that Behaviour Deviance, Aggression and Depression are significant correlates of Academic Achievement. The analysis of the data and its results prove that the 50% of the higher secondary school students are at average level of Behaviour Deviance, Aggression & Depression and their Academic Achievement is also at the average level. 25% of them are at low level and 25% of them are at higher level.

As a result the Academic achievement can be enhanced if the Behaviour Deviance, Aggression & Depression of the adolescents can be controlled. The students of Government schools are more prone to Behaviour Deviance and Aggression. When we consider Depression, it is the same for Government, Government-Aided and Private schools. Government school is slightly higher than Government-Aided and Private schools. With the academic achievement the private schools are able to perform better than the government-Aided schools. The student from Urban areas show higher deviance and Depression. The deviance is found higher in student’s staying with guardian. Socio Economic Status (SES) is not much significant for Academic Achievement.

This study is in support of the past research in stating that it is highly important for the schools to create a positive school climate and conducive learning atmosphere. There can be various correlates contributing to academic achievement of the students. This study only focused on Psychological correlates of behaviour deviance, Aggression, Depression and Social correlate of type of school, Medium, Locality and family factor.
The most important aspect or objective of the schools is to educate their students effectively so that they may shine well in their academic performance. To achieve this it is necessary for the teachers to understand the factors that may contribute to the Academic achievement.

The study concluded that parental involvement is an important factor to enhance the academic performance. The student community, especially in the present day society, pose a great problem at school and at home by their deviant behaviour, aggression and depressive nature. The parent and teacher find it very difficult to handle the adolescents. More than the parents, the teachers are at risk as they are frequently pressured to increase academic performance. They become frustrated as they are forced to use their time to manage problem behaviour. As behaviour and academic performance are interconnected, reducing problem behaviour has become a significant factor to increase academic achievement.

The Adolescents are totally immersed in media world where internet and mobile phone has become everything to them. This creates friction between Teacher-Student and Parent-Child relationship. The cult of independency has become the trend as the students grab information from the scientific gadgets. This instills in them the thought they ‘Know More” than their parents and teachers (Shoba V. & Stephen A., 2011).

The present study shows that Behaviour Deviance, Aggression and Depression have a significant influence on the student’s Academic Achievement.

1. The teachers should be trained through in-service training and educational programs to become aware of the factors they should observe in their students and understand if it is deviant, aggressive, depressive nature and find ways to manage them.

2. The teacher should be made aware of the fact that a positive relationship between teachers and student is a productive factor that can curb or reduce the deviant behaviour and enhance teaching learning process.

3. The well behaved students are assets. It is easy to treat them with respect and dignity but extending this attitude to the problem student is a
challenge. The teachers should try to establish a good rapport with the students to examine the personnel and environmental characteristics related to the problem behaviour and counsel them. This can be effective only when the teacher creates a closer bond with their students.

4. The study also shows that the students are aggressive in nature. Student aggression is directly associated with low academic achievement. Teachers often report that suffer from stress when trying to manage aggressive students. The aggressive nature is reflected in the form of Anger, Bullying and Quarrelsome nature. As aggression has become a common trend, and a personality trait in adolescent students the teacher should realise that creating a positive and trusting relationship with the students can reduce the bullying nature. The student should be trained to control their anger as it would lead them to quarrels and violence affecting their academic performance.

5. The teacher should be trained to enhance their own knowledge, skills and self efficacy to establish a class room environment that prevents aggression. A personal chat or talk with the students about their well being and family will instil confidence in them that they are considered important, loved, and cared for and this will prevent them from being aggressive. Prayer, Yoga and meditation can also help the students reduce their aggressive nature and enable them participate in the learning process more effectively.

6. The study also shows that Depression is one of the significant Psychological correlates of Academic achievement. Depression among adolescents represents a quiet crisis for the students, their school and family. The students who are affected with depression find difficulties in academic performance. They exhibit irritability, indifference or behaviour problem that isolates them from other students. Depression if left
untreated in the adolescent stage can result in significant suffering even in their adulthood. The teachers should be trained to identify the students who are depressed.

7. A research study on depression states that in a class room of 30 students, approximately six students might have serious symptoms of depression. The challenge is depression is mostly internal to the student and hence it is not easy to identify them. Many of the symptoms like restlessness, agitation can be misinterpreted as lack of motivation or discipline problems. The school authorities can also appoint trained counsellors to deal with the students. The depressive symptoms mostly found in students somatic complaints associated with stomach problem, sleeplessness, sleep disturbances, Restlessness, gloomy appearance. As mild symptoms do not hinder learning process it may be left unidentified and untreated. This in the long run can grow to an extent where it can affect the mental health of the adolescent leading them to impaired Academic performance, negative mental health outcome where it can lead them to suicidal attempts.

8. The analysis of the study reveal that though the Government school students have higher deviance, aggression & depression these factors are also found in students of Government-Aided and Private schools. As such it has become essential that the schools offer educational programs to train the teachers to handle the students, with a positive outlook, create a closer bond with them and make teaching learning process effective to boost up academic performance. Though challenging this can be made possible as majority of the students are only at an average level of Behaviour Deviance, Aggression and Depression.

9. The Present study also reveals that family factors are a significant social correlates Academic achievement. Parental support involvement has great impact on the child’s behaviour. Schools should offer programs for a child
and parent to work together to establish a closer bond. This would increase self control, decrease their deviant behaviour and increase academic performance. The parents should be made aware of how important their role is in their education of the child. The parental involvement and monitoring is also highly significant for the adolescent. The study reveals that majority of the students are from low Socio Economic Status and the education of their parents is school level. The Socio Economic Status or parents education, occupation does not make much difference as students from all levels of Socio Economic Status high, medium and low show signs of behaviour deviance.

10. It is interesting to note that the students who stay with their parents and those in Hostel/ Boarding perform better academically, show moderate level of Behaviour Deviance, Aggression and Depression than those staying with their guardian. This clearly indicates that the support of parents at home and conducive learning atmosphere in schools enhances their Academic performance.

Education for young people should help them use their minds efficiently and offer something more meaning full to them. For the adolescents, learning is not simply acquiring information but it is information processing Shoba V., (2012). To conclude the teachers and parents should establish a closer bond, work together, to create a positive Teacher - Student, Parent - Child relationship for better Academic Achievement.

Suggestion for Further Research

Based on the findings of the present study, the following suggestions are offered for further research to study the effect of Psychological and Social Correlates of academic achievement in India.
1. The Psychological and Social Correlates dealt with in the study are not the only correlates of academic achievement. To analyse all of them is a complex task. Further research is needed to analyse the correlates on a large sample with other factors other than school and family.

2. As the need for academic performance is increasing and the competence of the students is decreasing due to several factors, further research can be done on different aspects of deviant behaviour that affects learning process.

3. Research studies pertaining to teachers’ attitude towards creating a positive and conducive learning atmosphere would be of interest and would help designing educational programs.

4. Research studies on improving mental health of students would throw more light on the effect of depression on academic achievement.

5. The symptoms of depression even if mild affects academic performance, therefore further research and longitudinal studies is needed to find the ways and means to identify the symptoms at an earlier stage, treat them and help the student to perform better academically.

**Conclusion**

The academic achievement among adolescent student requires an understanding of its correlates and the ways in which the school management, individual teachers and parents can contribute to better academic performance. The constructs, though are responses of the adolescent students, they give an understanding of the school authorities, teachers and school atmosphere.

The present study focuses on the inter related nature of Psychological and Social correlates of academic achievement among adolescent students. The findings
of the study suggest that the Psychological and Social correlates are related to direct and indirect effects of student related academic achievement.

The study results show that majority of the students are at an average level of behaviour deviance, aggression and depression and therefore are at an average level of academic achievement. The findings also reveal that parents play a significant role in their child’s academic achievement.

This emphasises the fact that effective steps should be taken by the school authorities to control behaviour deviance, aggression and depression to enhance academic achievement through creating a positive and conducive learning atmosphere.