Chapter Five

CONCLUSIONS, IMPLICATIONS, LIMITATIONS AND FUTURE RESEARCH SUGGESTIONS

5.1. CONCLUSIONS

The major findings of the present study have led to certain conclusions as listed below:

- There were no significant main effects of academic stress (low and high), streams (science and social science) and gender (boys and girls) on achievement motivation of adolescents.

- There were significant main effects of academic stress (low and high) and gender (boys and girls) on problem solving scores. The streams (science and social science) did not have significant main effect on problem solving. The two-way interaction effect between stream and gender was found significant whereas three-way interaction between academic stress, stream and gender was found nonsignificant.

- There was a significant main effect of hardiness (low hardy and high hardy) on achievement motivation. The two-way interaction effect between stream and gender was also found significant on achievement motivation.

- Results also indicated that there were significant main effects of hardiness (low hardy and high hardy), and gender (boys and girls) on problem solving, whereas there was no significant main effect of stream (science and social science) on problem solving behavior of adolescents. Two-way interactions between hardiness and stream, and hardiness and gender were also found to be statistically
significant. Three-way interaction between hardiness, stream and gender was not found to be significant.

5.2. IMPLICATIONS

Literature advising parents how to raise their children is not exactly a new phenomenon; in fact, they have quite a long history. Due to completion, rise in aspirations, fast growing technology etc. everything has become competent enough to inculcate stress in each and every sphere of everybody in life. The worst affected are adolescents who are supposed to be the future leaders of our country.

Parental encouragement is characterized by a keen interest in love for child. It plays a major role in determining the personality attitudes and behavior of the child. Parental encouragement refers to the treatment originating from parents towards the child with a view to enhance the possibilities of future occurrences of good behavior by care, concern, approval and guidance. The entire treatment may have many individual traits but their contents and direction are the same to give support to the child. It may be in the form of approval or it may be in the form of asking the adolescents to modify his behavior.

The affecting area which is a matter of concern is that all adolescents of different groups i.e. science and arts stream, and boys and girls showed relationship between academic stress and achievement motivation and problem solving.

It is the parents who are the architects of a child and if the architect themselves show undesirable behavioral pattern, the building is likely to be weak. But as more and more parents will understand their adolescent children without much interference, the situation will normalize.
If academic stress is a drag and causes hindrance in the problem solving, it certainly needs to be tackled. There exists a genuine need for preventing academic stress inducing educational situations from creeping in and spreading their roots in the minds of adolescents. It is very essential to arouse and sensitize the parents, counsellor and teachers so that they may be conscious about the psychological needs of the adolescents. Adolescents striving for different vocations or pursuing higher studies becomes victim of academic stress due to adverse educational environment in home and outside home. It is indeed very essential to find certain modus operandi for curbing the manifestation of academic stress related tendencies. Measures need to be taken by the educationists, counselors and parents so that our home and educational environments do not become breeding centres for stress, tension, hostility, frustration and failure.

Following are some measures which can minimize academic stress and maximize problem solving among adolescents:

a. Teachers must be mentally healthy, value oriented and equipped with latest knowledge.

b. Provision of adequate and multifarious curricular activities which prove as a psychological therapy for the channelization of negative thoughts.

c. Special clinics for deconditioning of negative feelings/tendencies and for channelizing and sublimating emotions need to be planned and organized.

d. Special workshops should be organized for adolescents to make them more vocationally mature and to expose them to various other fields which they can opt according to their interest.
e. Counseling for parents is also required to deal with the problems of their adolescents and give solution accordingly.

5.3. LIMITATIONS AND SUGGESTIONS

Perfectionism is not possible at every array. Some limitations are bound to remain in a research work as all the factors are difficult to be taken into stride by an individual in a stipulated amount of time. Moreover, the research topic itself is very intriguing because academic stress and hardiness are interwoven of various complex factors that it becomes difficult to control one and study another. The researcher felt that the following limitations if had been considered would have provided a more perspective picture of academic stress of adolescents. These limitations throw a light on problems to be overcome by future researches.

1. A study on intervention programme of high academic stress and low academic stress of adolescents could have been done.

2. An intervention not only on the adolescents, but also on the parents is a demand of the time because problems lie not with the sufferer, but with the environment he or she resides within.

3. Projective techniques like Thematic Apperception Test (TAT) could have contributed more clear results for measuring achievement motivation.

4. In the present study, demographic variables like socio-economic status, caste difference, ordinal position etc have not been taken into consideration. These variables could have contributed more clear results.
5. Adolescents of government schools were included in the present study while comparison would have been done with the private schools for the better findings.

6. An attempt could be made to examine the impact of educational encouragement on achievement motivation and problem solving of students.

To conclude, moderate level of stress is essential. There cannot be better scenario than having committed, controlled and challenged adolescents who are genuinely concerned over their welfare and progress. It is only when their stress level crosses threshold due to environment factors beyond their control that intervention either parents or some significant others is required to reduce their worries.

Let us hope that the present educational system and parents of adolescents should take steps without delay to minimize the depression, stress, frustration and fear of failure of the most precious asset of this new millennium i.e. adolescents.