Conclusion and Recommendations

As we know that present investigation aimed at investigating Personality Traits, Cognitive Distortions, Life Expectations and Achievements as Risk Factors of Anxiety and Depression among students, varying results are obtained. Present study incorporated the use of step-wise multiple regression analysis, simple linear regression analysis, t-test & one way ANOVA.

The results thus obtained from relational and comparative study of different groups are concluded as under:

*The results obtained by applying step-wise multiple regression analysis.*

- Findings revealed that out of all personality traits, Neuroticism appeared as significant and robust predictor of both Anxiety and Depression among student studying in Higher Senior Secondary School.
- Findings revealed that out of all personality traits, Neuroticism appeared as significant risk factor of Anxiety and Depression among student studying in Graduation.
- Findings revealed that out of all personality trait, Conscientiousness and Neuroticism appeared as significant risk factor of Anxiety and Depression among student studying in Post-Graduation.
- Finally when analysis was applied on overall sample it was found that Neuroticism appeared as significant and robust risk factor of Anxiety and Depression in overall sample.
The results obtained by applying simple linear regression analysis.

- Analysis revealed that cognitive distortions appeared as significant risk factor of Anxiety and Depression among students studying in Higher Senior Secondary school.
- Analysis revealed that cognitive distortions appeared as significant risk factor of Anxiety and Depression among students studying in Graduation.
- Analysis revealed that cognitive distortions appeared as significant risk factor of Anxiety and Depression among students studying in Post-Graduation.
- Finally results showed that cognitive distortions appeared as significant risk factors of both anxiety and depression in overall sample.

The results obtained by applying t-test.

- Findings show that factor of Life Expectations and Achievements appeared as significant risk factors of both Anxiety and Depression among students in Higher Senior Secondary School.
- Findings show that factor of Life Expectations And Achievements didn’t appeared as risk factors of both Anxiety and Depression among students in Graduation.
- Findings show that factor of Life Expectations And Achievements didn’t appeared as risk factors of both Anxiety and Depression among students in Post-Graduation students.
- Finally factor of Life Expectations and Achievements didn’t appeared as factor of Anxiety and Depression among overall students.
The results obtained by applying one way ANOVA.

- Finally one way ANOVA was applied to see the group difference it was found that all three groups differed on all five Personality Traits.
- When all three groups were compared on cognitive distortions using one way ANOVA it was found that all three groups again differed significantly on cognitive distortions.

The results obtained by applying t-test

- Findings show that higher senior secondary groups scored significantly higher on corresponding depression of sub-group specific aims (Life Expectations) as compared to graduation group.
- Findings show that higher senior secondary group scored significantly higher on corresponding anxiety and depression of sub-group achievements not upto expectation as compared to graduation group.
- Finally higher senior secondary group scored significantly higher on corresponding anxiety and depression of sub-group not competent to achieve as compared to post-graduation group.
Further research suggestions:

By keeping in mind the findings of the present study, the following suggestions are enlisted below:

- Sample size should be large.
- Data should be collected from different streams of education and from different places.
- Socio-economic factors should also be considered.

Implications of present investigation:

In present day scenario student population is worst affected with anxiety and depressive disorders this thing is clear from above findings there are many reasons as far as present investigation is concerned it is clear that personality factors, thinking processes and factors like life expectations and achievements tends to become potential cause of anxiety and depression among students in higher senior secondary level, in rest of the two groups only personality factors and cognitive distortions appeared as risk factors of anxiety and depression. In order to counter these factors and help students to lead stress free life there are some points that should be given emphasis by teachers and parents and both should work together in order to keep the students free of stressful situations.

- Parents and teachers should understand the needs of students.
- There should be good communication channel between students, parents and teachers.
- Parents and teachers should not add too much meaning to expectations.
• Parents on regular basis should have good communication with their children’s.

• Career counseling should be made regular feature.

• It is important to understand personality factors and thought processes before enrolling children’s in any course or discipline.

• Psychological testing should be done at the time of admission of student in particular course or discipline.