SUMMARY

INTRODUCTION

Adolescence is the most important period of human life. The country’s success in various fields of life depends on the proper guidance of adolescents. Every teacher and parent must know about the nature and changes emerging in transition period from childhood to adulthood. They must also know the various problems fraught with developmental characteristics to deal effectively with problems of adolescents. It is also necessary for them to be familiar with casual factor of the problems of adolescents. So that proper individual, educational and vocational guidance may be provided for adequate adjustment in the society. Daily academic environment and many academic tasks pose serious threats for students personal well being. Some amount of academic stress is essential in mobilizing the potentialities of the individuals to work more efficiently. But increased amount for a prolonged period will have deleterious effects on the psycho-physical health and academic achievement of the students.

Today’s children are in enigma. Their growth and development are modulated, moderated and determined, disillusioned, disturbed and damped. They are in a real predicament. If these external forces are in tune with their in-built skills and aspirations their growth becomes natural and exciting otherwise it can cause havocs. In a developing country like India, we cannot afford to waste out precious resources, in the name of academic stress. Something needs to be done to save the students from its oppressive grip so as to enable them to function in a congenial environment and deliver the best of their potentialities.

1.1 ACADEMIC STRESS

Academic stress refers to the feeling that students experience when the demands of education and school system exceed their ability to cope. It is an internal state of an individual evaluated as potentially harmful, uncontrollable or exceeding one’s resources for coping stress caused partially or fully by school and academic factors such as examinations, competitions, teaching process, teachers’ behaviour, classroom condition and general academic and co-curricular activities. Stress up to some extent is even useful for physical well being as many students realize their full potential only when under considerable tension. However, excessive and
unremitting stress leads to maladaptive behavior. Exam Anxiety, Success versus Failure, Personality and Competition etc. are some major academic stressors.

1.2 ACADEMIC SELF-EFFICACY

Bandura (1982b, 1997) places great emphasis on self-efficacy as a specific rather than a general concept. In this view, self-efficacy represents a dynamic, multifaceted belief system that operates selectively across different activity domains and under different situational demands, rather than being a decontextualized conglomerate (Bandura, 1997, p.42). Therefore, the self-efficacy which is pertinent in academic setting is academic self-efficacy, an individual’s self-evaluation of his/her capability and/or chances for success in the academic settings (Robbins et al., 2004), which is the focus of the current study. Various studies have demonstrated that students who have high levels of academic self-efficacy beliefs have good feelings, behaviours, and positive thinking; can motivate themselves for actions and act accordingly; strive for achievement; persist longer when they encounter difficulties and until they get the solution; believe that failure is a temporal problem which they can manage; and attempt and use all possible ways to handle troubles and maintain their course of actions; are not frightened and challenged by difficult assignments and tasks rather they consider them as an opportunity for learning and mastery (Bandura, 1977, 1994; Pajares, 2002; Schunk, 1995). Consequently, these characteristics enable them to be successful in their academic achievement. On the contrary, those students who have low self-efficacy beliefs may not be interested to perform a task, they feel threatened when they face complex situations and attempt to avoid them; they are less devoted to achieve the set goals and may try to escape from cognitively oriented goals and tasks; and they immediately attribute their failure to lack of ability to persist in the face of adversities (Bandura, 1977, 1994; Pajares, 2002; Schunk, 1995).

1.3 STUDY HABITS

Study habits are habitual way of exercising and practicing the abilities for learning. These are techniques, which a student employs to go about his or her studies, which are consistent and have become stereotyped as a result of long application or practice. Study habit includes students’ habit of concentration, notes
taking, time budgeting and study methods (Smith, 1961). Taking notes is essential for learning and remembering thing properly. Notes should be prepared form books because every time it is not possible to go through the books we have read. Lack of good study habits among the students may be a possible and pertinent reason for their failure. (Smith 1961) further describes that what a student learns depends upon his learning methods, the goal he sets, the time he spends, the degree to which he becomes actively involved in his work, the breath of the framework within which he tries to learn and the extent to which he applies what he learns. The ambitious and intelligent student is more likely to develop effectively study method.

1.4 PERSONALITY

Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to the environment (Allport, 1948). It is continuously changing due to interaction with environment as it involves the integration of physical, intellectual, emotional, social and character make up of an individual, which is expressed in terms of behaviour, attitude, conduct, movements, temperaments and traits. It is the sum total of all the biological innate dispositions, impulses, tendencies, appetites and instincts of an individual and the dispositions and tendencies acquired by experience (Prince, 1989). In this way, the term personality signifies something deeper than mere appearance or conduct, it involves behaviour activities, movements and everything else concerning the individual inward and outward behaviour. It helps to differentiate people or the stability in a person's behaviour across different situations as personality deals with individual’s behaviour.

Thus the unique quality of behaviour of an individual constitutes shape to his personality that is feelings, values, reactions, prejudices, attitudes, perception etc. which act as the basis of one's behaviour. It is more or less stable an enduring organization of a person’s character, temperament, intellect and physique, which determine his unique adjustment to the environment (Eysenck, 1971). Thus the personality of an individual plays a very important role in the process of decision making and adjustment. Success in life depends more often on qualities of character, personality and temperamental traits of an individual than on intellectual attainment, general intelligence or even specific abilities (Garcha, 2005).
1.5 ACADEMIC ACHIEVEMENT

Achievement of an individual depends on intellectual abilities like intelligence, aptitude, imagination, memory, study habit, perceptual power and attention, emotional tendencies of the children, physical fitness, environmental factors like home where he lives, the racial nature and religious background of his family. The social economic and educational status of his parents his neighborhood moral qualities of his associates, the books, magazine he reads, the movies or television that he watches etc. physical facilities qualified and competent teachers, curriculum and equipment comprehensive and continuous evaluation, the effective management and teaching learning strategies are the major determinants of quality of academic achievement by improving the quality of each one of these elements, we can hope to bring about significant improvement in the overall all quality of achievement. Therefore, the present study Academic Stress and Self-efficacy in relation to Study Habits, Personality and Academic Achievement was undertaken.

1.6 SIGNIFICANCE OF THE PROBLEM

Academic Stress and Academic Self-efficacy is essential in mobilizing the potentialities of the Adolescents to work more efficiently. But increased amount of Academic Stress for a prolonged period will have deleterious effects on the Study Habits, Personality and Academic Achievement of the Adolescents. Teachers can understand that Academic Stress has a positive impact on a student’s academic achievement and Academic Stress does not always correlate academic achievement negatively. Parents can be made aware of the fact that few related areas of eustress are essential for the better performance of their children. Parents can get to know the level of stress of their children and treat them accordingly. The management of the problem of academic stress requires a study of all dimensions and implications in detail and the plan strategies for prevention of the problem initially at the school level and further manages at the individual level or in a group setting. We need to have school psychologists to handle usual psychological and academic problems in the school. As a preventive measure, the student must undergo stress management programmes especially during the vulnerable periods. They should be made dynamic, having better stress tolerance, problem solving abilities, proper self-
evaluation and goal setting. High quality education is essential in developing human potential and maintaining mental health is also equally important.

If the educational endeavors are to succeed in deriving optimal benefit from the input, the Academic Self-efficacy of pupils need to grow constantly unhampered through the encounter of the individual with his environment. Adolescents who have emotional and social problems cannot fit into normal situations. If one is not able to fit into normal situations, he/she cannot achieve at the expected level. The main aim of schooling gets spoiled. They become a problem to themselves as well as to the home, school and community. So understanding of Personality problems and adjustment problems of Introvert and Extrovert adolescents is needed to help them to solve their problems.

Academic Stress and Self-efficacy beliefs are key constructs that effects Study habits, Personality and Academic achievement of Adolescents. The present study is an attempt in this direction. The study is novel in the area and will be helpful in determining stress level and self-efficacy beliefs of adolescents.

1.7 STATEMENT OF THE PROBLEM

“A STUDY OF ACADEMIC STRESS AND SELF-EFFICACY IN RELATION TO STUDY HABITS, PERSONALITY AND ACADEMIC ACHIEVEMENT OF ADOLESCENTS.”

1.8 VARIABLES INVOLVED IN THE STUDY

1.8.1 DEPENDENT VARIABLES

- Academic Stress
- Academic Self-efficacy

1.8.2 INDEPENDENT VARIABLES

- Study Habits
- Personality
- Academic Achievement

1.9.0 OPERATIONAL DEFINITIONS OF THE TERMS USED

1.9.1 ACADEMIC STRESS
Academic Stress is mental distress with respect to some anticipated frustration associated with academic failure or an awareness of possibility of such failure.

1.9.2 ACADEMIC SELF-EFFICACY

Academic Self-efficacy is a person’s beliefs or conviction that they can successfully achieve at a designated level on an academic task or attain a specific academic goal.

1.9.3 STUDY HABITS

Study Habits pertain to the study techniques in relation to attitude towards teachers, school and home environment, attitude towards education, mental conflicts, concentration, home assignment, self confidence and examination.

1.9.3.1 GOOD STUDY HABITS: Students getting scores above Q3 or P75 are considered to have Good Study Habits.

1.9.3.2 BAD STUDY HABITS: Students getting scores below Q1 or P25 are considered to have Bad Study Habits.

1.9.4 PERSONALITY

Personality is more or less stable and enduring organization of person’s character, temperament, intellect and physique, which determines his unique adjustment to his environment. Personality can be classified into two types on the pattern of his behavior tendencies.

1.9.4.1 INTROVERT: Adolescents whose scores are below -15 are considered as Introverts.

1.9.4.2 EXTROVERT: Adolescents whose scores are above +15 are considered as Extroverts.

1.10 ADOLESCENT

Chronologically, adolescence comes roughly in between the years from 13 to early 19. The onset of adolescence may vary from culture to culture depending upon the socio-economic conditions of the country. Students between age group 13 – 16 are considered appropriate for the present study.
1.11 OBJECTIVES OF THE STUDY

1.11.1 OBJECTIVES RELATED TO ACADEMIC STRESS

O₁. To find out the relationship between Academic Stress and Study Habits of Adolescents.

O₂. To find out the relationship between Academic Stress and Study Habits of male Adolescents.

O₃. To find out the relationship between Academic Stress and Study Habits of female Adolescents.

O₄. To find out the relationship between Academic Stress and Good Study Habits of Adolescents.

O₅. To find out the relationship between Academic Stress and Bad Study Habits of Adolescents.

O₆. To find out the relationship between Academic Stress and Personality of Adolescents.

O₇. To find out the relationship between Academic Stress and Personality of male Adolescents.

O₈. To find out the relationship between Academic Stress and Personality of female Adolescents.

O₉. To find out the relationship between Academic Stress and Extrovert Personality of Adolescents.

O₁₀. To find out the relationship between Academic Stress and Introvert Personality of Adolescents.

O₁₁. To find out the relationship between Academic Stress and Academic Achievement of Adolescents.

O₁₂. To find out the relationship between Academic Stress and Academic Achievement of male Adolescents.

O₁₃. To find out the relationship between Academic Stress and Academic Achievement of female Adolescents.

O₁₄. To find out the relationship between Academic Stress and High Academic Achievement of Adolescents.

O₁₅. To find out the relationship between Academic Stress and Low Academic Achievement of Adolescents.
O16. To find out the difference between male and female Adolescents on Academic Stress.

O17. To find out the difference between Good and Bad Study Habits of male Adolescents on Academic Stress.

O18. To find out the difference between Good and Bad Study Habits of female Adolescents on Academic Stress.

O19. To find out the difference between Good and Bad Study Habits of Adolescents on Academic Stress.

O20. To find out the difference between Extrovert and Introvert male Adolescents on Academic Stress.

O21. To find out the difference between Extrovert and Introvert female Adolescent on Academic Stress.

O22. To find out the difference between Extrovert and Introvert Adolescents on Academic Stress.

O23. To find out the difference between High Achiever and Low Achiever male Adolescents on Academic Stress.

O24. To find out the difference between High Achiever and Low Achiever female Adolescents on Academic Stress.

O25. To find out the difference between High Achiever and Low Achiever Adolescents on Academic Stress.

1.11.2 OBJECTIVES RELATED TO ACADEMIC SELF-EFFICACY

O26. To find out the relationship between Academic Self-efficacy and Study Habits of Adolescents.

O27. To find out the relationship between Academic Self-efficacy and Study Habits of male Adolescents.

O28. To find out the relationship between Academic Self-efficacy and Study Habits of female Adolescents.

O29. To find out the relationship between Academic Self-efficacy and Good Study Habits of Adolescents.

O30. To find out the relationship between Academic Self-efficacy and Bad Study Habits of Adolescents.
O31. To find out the relationship between Academic Self-efficacy and Personality of Adolescents.
O32. To find out the relationship between Academic Self-efficacy and Personality of male Adolescents.
O33. To find out the relationship between Academic Self-efficacy and Personality of female Adolescents.
O34. To find out the relationship between Academic Self-efficacy and Extrovert Personality of Adolescents.
O35. To find out the relationship between Academic Self-efficacy and Introvert Personality of Adolescents.
O36. To find out the relationship between Academic Self-efficacy and Academic Achievement of Adolescents.
O37. To find out the relationship between Academic Self-efficacy and Academic Achievement of male Adolescents.
O38. To find out the relationship between Academic Self-efficacy and Academic Achievement of female Adolescents.
O39. To find out the relationship between Academic Self-efficacy and High Academic Achievement of Adolescents.
O40. To find out the relationship between Academic Self-efficacy and Low Academic Achievement of Adolescents.
O41. To find out the difference between male and female Adolescents on Academic Self-efficacy.
O42. To find out the difference between Good and Bad Study Habits of male Adolescents on Academic Self-efficacy.
O43. To find out the difference between Good and Bad Study Habits of female Adolescents on Academic Self-efficacy.
O44. To find out the difference between Good and Bad Study Habits of Adolescents on Academic Self-efficacy.
O45. To find out the difference between Extrovert and Introvert male Adolescents on Academic Self-efficacy.
O46. To find out the difference between Extrovert and Introvert female Adolescents on Academic Self-efficacy.
To find out the difference between Extrovert and Introvert Adolescents on Academic Self-efficacy.

To find out the difference between High Achiever and Low Achiever male Adolescents on Academic Self-efficacy.

To find out the difference between High Achiever and Low Achiever female Adolescents on Academic Self-efficacy.

To find out the difference between High Achiever and Low Achiever Adolescents on Academic Self-efficacy.

1.12 HYPOTHESIS OF THE STUDY

1.12.1 HYPOTHESES RELATED TO ACADEMIC STRESS

H1. There is no significant relationship between Academic Stress and Study Habits of Adolescents.

H2. There is no significant relationship between Academic Stress and Study Habits of male Adolescents.

H3. There is no significant relationship between Academic Stress and Study Habits of female Adolescents.

H4. There is no significant relationship between Academic Stress and Good Study Habits of Adolescents.

H5. There is no significant relationship between Academic Stress and Bad Study Habits of Adolescents.

H6. There is no significant relationship between Academic Stress and Personality of Adolescents.

H7. There is no significant relationship between Academic Stress and Personality of male Adolescents.

H8. There is no significant relationship between Academic Stress and Personality of female Adolescents.

H9. There is no significant relationship between Academic Stress and Extrovert Personality of Adolescents.

H10. There is no significant relationship between Academic Stress and Introvert Personality of Adolescents.

H11. There is no significant relationship between Academic Stress and Academic Achievement of Adolescents.
H12. There is no significant relationship between Academic Stress and Academic Achievement of male Adolescents.

H13. There is no significant relationship between Academic Stress and Academic Achievement of female Adolescents.

H14. There is no significant relationship between Academic Stress and High Academic Achievement of Adolescents.

H15. There is no significant relationship between Academic Stress and Low Academic Achievement of Adolescents.

H16. There is no significant difference between male and female Adolescents on Academic Stress.

H17. There is no significant difference between Good and Bad Study Habits of male Adolescents on Academic Stress.

H18. There is no significant difference between Good and Bad Study Habits of female Adolescents on Academic Stress.

H19. There is no significant difference between Good and Bad Study Habits of Adolescents on Academic Stress.

H20. There is no significant difference between Extrovert and Introvert male Adolescents on Academic Stress.

H21. There is no significant difference between Extrovert and Introvert female Adolescents on Academic Stress.

H22. There is no significant difference between Extrovert and Introvert Adolescents on Academic Stress.

H23. There is no significant difference between High Achiever and Low Achiever male Adolescents on Academic Stress.

H24. There is no significant difference between High Achiever and Low Achiever female Adolescents on Academic Stress.

H25. There is no significant difference between High Achiever and Low Achiever Adolescents on Academic Stress.

1.12.2 HYPOTHESES RELATED TO ACADEMIC SELF-EFFICACY

H27. There is no significant relationship between Academic Self-efficacy and Study Habits of Adolescents.
H₂⁸. There is no significant relationship between Academic Self-efficacy and Study Habits of male Adolescents.
H₂⁸. There is no significant relationship between Academic Self-efficacy and Study Habits of female Adolescents.
H₂⁹. There is no significant relationship between Academic Self-efficacy and Good Study Habits of Adolescents.
H₃₀. There is no significant relationship between Academic Self-efficacy and Bad Study Habits of Adolescents.
H₃¹. There is no significant relationship between Academic Self-efficacy and Personality of Adolescents.
H₃². There is no significant relationship between Academic Self-efficacy and Personality of male Adolescents.
H₃³. There is no significant relationship between Academic Self-efficacy and Personality of female Adolescents.
H₃⁴. There is no significant relationship between Academic Self-efficacy and Extrovert Personality of Adolescents.
H₃⁵. There is no significant relationship between Academic Self-efficacy and Introvert Personality of Adolescents.
H₃⁶. There is no significant relationship between Academic Self-efficacy and Academic Achievement of Adolescents.
H₃⁷. There is no significant relationship between Academic Self-efficacy and Academic Achievement of male Adolescents.
H₃⁸. There is no significant relationship between Academic Self-efficacy and Academic Achievement of female Adolescents.
H₃⁹. There is no significant relationship between Academic Self-efficacy and High Academic Achievement of Adolescents.
H₄₀. There is no significant relationship between Academic Self-efficacy and Low Academic Achievement of Adolescents.
H₄¹. There is no significant difference between male and female Adolescents on Academic Self-efficacy.
H₄². There is no significant difference between Good and Bad Study Habits of male Adolescents on Academic Self-efficacy.
H43. There is no significant difference between Good and Bad Study Habits of female Adolescents on Academic Self-efficacy.

H44. There is no significant difference between good and Bad Study Habits of Adolescents on Academic Self-efficacy.

H45. There is no significant difference between Extrovert and Introvert male Adolescents on Academic Self-efficacy.

H46. There is no significant difference between Extrovert and Introvert female Adolescents on Academic Self-efficacy.

H47. There is no significant difference between Extrovert and Introvert Adolescents on Academic Self-efficacy.

H48. There is no significant difference between High Achiever and Low Achiever male Adolescents on Academic Self-efficacy.

H49. There is no significant difference between High Achiever and Low Achiever female Adolescents on Academic Self-efficacy.

H50. There is no significant difference between High Achiever and Low Achiever Adolescents on Academic Self-efficacy.

1.13 DELIMITATIONS OF THE STUDY

➢ In the present study Self-efficacy has been delimited to Academic Self-efficacy as dependent variables.

➢ The study has been delimited to CBSE affiliated 10 senior secondary school adolescent students of Haryana i.e. grade 11th, age group 13-16 years.

➢ The study has been delimited to 400 adolescents (200 male +200 female) of five districts from five zones namely- Ambala, Gurgaon, Hisar, Mohindergarh and Rohtak of Haryana State.

1.14 METHOD OF THE STUDY:

In the present study Descriptive Survey method was used.

1.15 POPULATION AND SAMPLE OF THE STUDY

In the present study, all the adolescent students (males and females) of 11th class studying in C.B.S.E. affiliated senior secondary schools of Haryana state constitute the population. The sample of the study was 400 male and female subjects of grade 11th from 10 senior secondary schools affiliated to CBSE Board from five
districts of Haryana i.e. Ambala, Gurgaon, Hisar, Mohindergarh and Rohtak. The Stratified random sampling technique was used in the study.

1.16 TOOLS USED IN THE STUDY:

1.16.1 The Introversion Extroversion Inventory by P.F. Aziz and Rekha Agnihtori (1974) was used in the present study. It is designed to access the personality of the individuals on three dimensions- introversion, extroversion and blend of the two i.e. ambiverts. It is a self administering inventory. There is no fixed time limit. Ordinarily an individual takes 10 to 15 minutes to respond all the items. The inventory is designed for application on Hindi knowing adults. The language is simple and easy to understand. The inventory has 60 items – 30 pertaining to an introvert’s characteristics and 30 to an extrovert’s characteristics. All the items have to be answered either in the positive or in the negative in ‘Yes’ or ‘No’ and that no statement must be skipped. The validity and reliability of the tool are 0.95 and 0.91 respectively.

1.16.2 The study Habit inventory constructed and standardized by Palsane and Sharma (1989) was administered with the purpose to assess the study habits of adolescents in the present study. The scale has 45 items which is broken up into 8 areas such as budgeting time, physical condition, reading ability, note taking, learning motivation, memory, taking examination and health. There are 34 positive items and 11 negative items. The validity and reliability of the tool are 0.83 and 0.88 respectively.

1.16.3 The Scale developed by Sinha, Sharma and Nepal (2001) has been used to measure Academic stress among adolescents. A 30-item self-report measure is designed to assess all probable main pointers of academic stress in terms of their existence or nonexistence. The SAAS measures five independent factors that are five components of academic stress indicating expression of academic stress through various channels: cognitive, affective, physical, social, interpersonal and motivational. The subject has to select one out of two alternative responses ‘yes’ and ‘no’ for each item of the scale. The validity of the tool ranges from 0.60 to 0.85 and reliability of the tool is 0.88

1.16.4 A self constructed Academic self-efficacy Scale was used in the study. The Scale consisted of 36 items representing distinctive academic behaviors on
which subjects are supposed to rate their degree of confidence on five
dimensions i.e. (A) Items pertaining to Self-efficacy in enlisting social
resources, (B) Items pertaining to Self-efficacy in self-regulated learning (C)
Items pertaining to Self-efficacy in class participation. (D) Items pertaining
to Self-efficacy in time-management. (E) Items pertaining to Self-efficacy in
study and examination. A five-point Likert-type scale measures responses
ranging from ‘extremely confident’ to ‘extremely not confident’. Higher
scores indicate higher Academic Self-efficacy. The validity of the scale was
content validity and reliability ranges from 0.82 to 0.93
1.16.5 In the present study final examination scores of 10th class CBSE examination
(i.e. CGPA) have been taken as indicator of Academic Achievement.

1.17 PROCEDURE OF DATA COLLECTION

The selected tests or the tools were then administered to the selected sample
under the standard instructions given in the manual. While collecting the data, the
researcher, following the suggestions of many modern researchers, created a
cooperative and healthy environment with the subjects to elicit true and honest
response. Rapport was established with the subjects and was clarified that the data
so collected would be used for research purposes only and their scores in the tests
would be kept confidential. It was first ensured that the subjects have completely
understood each situation and response categories clearly. To this the end, the
investigator first got himself acquainted with the detailed instructions given in
accompanying manual and thereafter related and explained them to the subjects in a
very lucid manner. They were also encouraged to clear any short of doubt if they
had. It was specially checked that all the testees had completed the tests along with
their bio-data in accordance with the specific instructions on all respects.

1.18 STATISTICAL TECHNIQUES USED IN THE STUDY

In the present study descriptive statistics like central tendencies (mean,
median, and mode) and S.D. were used in the study. Inferential statistics like
Pearson’s Product Moment Coefficient of Correlation (r) and ‘t’ test were used in the
study. The frequency polygon, kurtosis, skewness and percentiles were used in the
study.
1.19 FINDINGS

1.19.1 FINDINGS RELATED TO ACADEMIC STRESS

F1 There is a significant negative relationship between Academic Stress and Study Habits of Adolescents.

F2 There is a significant negative relationship between Academic Stress and Study Habits of male Adolescents.

F3 There is a significant negative relationship between Academic Stress and Study Habits of female Adolescents.

F4 There is a significant negative relationship between Academic Stress and Good Study Habits of Adolescents.

F5 No significant relationship exists between Academic Stress and Bad Study Habits of Adolescents.

F6 There is a significant negative relationship between Academic Stress and Personality of Adolescents.

F7 There is a significant negative relationship between Academic Stress and Personality of male Adolescents.

F8 There is a significant negative relationship between Academic Stress and Personality of female Adolescents.

F9 No significant relationship exists between Academic Stress and Extrovert Personality of Adolescents.

F10 No significant relationship exists between Academic Stress and Introvert Personality of Adolescents.

F11 There is a significant negative relationship between Academic Stress and Academic Achievement of Adolescents.

F12 There is a significant negative relationship between Academic Stress and Academic Achievement of male Adolescents.

F13 There is a significant negative relationship between Academic Stress and Academic Achievement of female Adolescents.

F14 No significant relationship exists between Academic Stress and High Academic Achievement of Adolescents.
No significant relationship exists between Academic Stress and Low Academic Achievement of Adolescents.

No significant difference exists between adolescents on Academic Stress.

There is a significant difference between good and Bad Study Habits of Adolescent male on Academic Stress.

There is a significant difference between good and Bad Study Habits of Adolescent female on Academic Stress.

There is a significant difference between good and Bad Study Habits of Adolescents on Academic Stress.

There is a significant difference between Extrovert and Introvert Adolescent male on Academic Stress.

There is a significant difference between Extrovert and Introvert Adolescent female on Academic Stress.

There is a significant difference between Extrovert and Introvert Adolescents on Academic Stress.

There is a significant difference between High Achiever and Low Achiever male Adolescents on Academic Stress.

There is a significant difference between High Achiever and Low Achiever male Adolescents on Academic Stress.

There is a significant difference between High Achiever and Low Achiever Adolescents on Academic Stress.

1.19.2 FINDINGS RELATED TO ACADEMIC SELF-EFFICACY

There is a significant positive relationship between Academic Self-efficacy and Study Habits of Adolescents.

There is a significant positive relationship between Academic Self-efficacy and Study Habits of male Adolescents.

There is a significant positive relationship between Academic Self-efficacy and Study Habits of female Adolescents.

No significant relationship exists between Academic Self-efficacy and Good Study Habits of Adolescents.

No significant relationship exists between Academic Self-efficacy and Bad Study Habits of Adolescents.
F31 There is a significant **positive** relationship between Academic Self-efficacy and Personality of Adolescents.

F32 There is a significant **positive** relationship between Academic Self-efficacy and Personality of male Adolescents.

F33 There is a significant **positive** relationship between Academic Self-efficacy and Personality of female Adolescents.

F34 No significant relationship exists between Academic Self-efficacy and Extrovert Personality of Adolescents.

F35 No significant relationship exists between Academic Self-efficacy and Introvert Personality of Adolescents.

F36 There is a significant **positive** relationship between Academic Self-efficacy and Academic Achievement of Adolescents.

F37 There is a significant **positive** relationship between Academic Self-efficacy and Academic Achievement of male Adolescents.

F38 There is a significant **positive** relationship between Academic Self-efficacy and Academic Achievement of female Adolescents.

F39 No significant relationship exists between Academic Self-efficacy and High Academic Achievement of Adolescents.

F40 No significant relationship exists between Academic Self-efficacy and Bad Academic Achievement of Adolescents

F41 No significant difference exists between adolescent on Academic Self-efficacy.

F42 There is significant difference between Good and Bad Study Habits of adolescent males on Academic Self-efficacy.

F43 There is significant difference between Good and Bad Study Habits of adolescent females on Academic Self-efficacy.

F44 There is significant difference between Good and Bad Study Habits of Adolescents on Academic Self-efficacy.

F45 There is significant difference between Extrovert and Introvert adolescent males on Academic Self-efficacy.

F46 There is significant difference between Extrovert and Introvert adolescent females on Academic Self-efficacy.
There is significant difference between Extrovert and Introvert Adolescents on Academic Self-efficacy.

There is significant difference between High Achiever and Low Achiever male Adolescents on Academic Self-efficacy.

There is significant difference between High Achiever and Low Achiever male Adolescents on Academic Self-efficacy.

There is significant difference between High Achiever and Low Achiever Adolescents on Academic Self-efficacy.

1.20 EDUCATIONAL IMPLICATIONS

There are various implications for alteration in educational practices that are suggested by the findings of this study. These implications focus on practices related to better student services, improved administration, academic services, and competent faculty.

To reduce the academic stress schools should use different strategies to overcome this. Thus, it is the duty of family and schools to provide stress free and congenial environment to students for their academic growth and well-being. School authorities and teachers may keep in mind that the students are not overloaded with work as it may negatively affect their efficiency. The ideas of students should also be taken into consideration while framing curriculum. Students should also be given enough freedom to incorporate their innovative ideas to make classroom teaching interesting.

Introverts are more academically stressed than extroverts. School authorities and parents should provide proper opportunities to introvert students to vent out their feeling. Counseling centers should be placed in all Senior and senior secondary Schools to help such student build their positive self-concept as well as helping students cope with stress. Quiz competitions, class presentations and inter school debates should be organized for students in order to release them from distress and enhance their academic performance.

The results of this study indicate that self-efficacy beliefs are an important variable that contributes to the development of good study habits, better personality and high academic achievement. Thus, focus should be made to build stronger self-efficacy beliefs among adolescents. The academic self- efficacy beliefs among
students can be enhanced by designing interventions and activities to address these factors. Academic counseling can be designed to raise awareness of personal abilities and successes as well as to identify shortcomings and provide interventions to address those shortcomings. Counselors utilizing theory-rich approaches, grounded in social-cognitive theory, can assist students in increasing their sense of personal efficacy.

Students having good study habits have a stronger sense of self efficacy than students having bad study habits. Our finding shows that there is a positive relationship between study habits and academic self-efficacy, therefore it should be instilled in the minds of the young learners that if they have the confidence in their capabilities they will surely acquired the ability to manage study related tasks well. Workshops should be organized by the school to develop better study related skills among the students.

Personality also positively influence academics related self-efficacy beliefs of adolescents. Moreover, extroverts perform better on self-efficacy dimension. Experts think that an understanding of personality types can help teachers explain why students approach tasks differently. With this knowledge the teachers should encourage introverts for maximum class participation by providing a conducive social and academic climate so that every student has the feeling of belongingness with the class.

1.21 SUGGESTIONS FOR FURTHER RESEARCH

- The further researches can be extended to other states.
- The present study is confined to CBSE affiliated private schools only. Study of same type can be taken up on government and aided schools in Haryana.
- The research can be done on other variables like, parenting styles, locus of control, achievement motivation, learning outcomes in different branches of study.
- The present study can also be taken with experimental method to see the relationship and effect of independent variables on the selected dependent variable.
- The present study can also be extended to other grades as well.