CHAPTER V
FINDINGS, CONCLUSIONS & DISCUSSION,
EDUCATIONAL IMPLICATIONS AND SUGGESTIONS
FOR FURTHER RESEARCH

The present chapter includes the findings, conclusions and discussion, educational implications and suggestions for further research.

5.0 FINDINGS
5.1 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.
There is a significant negative relationship between Academic Stress and Academic Achievement of Adolescents.

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

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

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.
5.2 FINDINGS RELATED TO ACADEMIC SELF-EFFICACY

F_{26} There is a significant positive relationship between Academic Self-efficacy and Study Habits of Adolescents.

F_{27} There is a significant positive relationship between Academic Self-efficacy and Study Habits of male Adolescents.

F_{28} There is a significant positive relationship between Academic Self-efficacy and Study Habits of female Adolescents.

F_{29} No significant relationship exists between Academic Self-efficacy and Good Study Habits of Adolescents.

F_{30} No significant relationship exists between Academic Self-efficacy and Bad Study Habits of Adolescents.

F_{31} There is a significant positive relationship between Academic Self-efficacy and Personality of Adolescents.

F_{32} There is a significant positive relationship between Academic Self-efficacy and Personality of male Adolescents.

F_{33} There is a significant positive relationship between Academic Self-efficacy and Personality of female Adolescents.

F_{34} No significant relationship exists between Academic Self-efficacy and Extrovert Personality of Adolescents.

F_{35} No significant relationship exists between Academic Self-efficacy and Introvert Personality of Adolescents.

F_{36} There is a significant positive relationship between Academic Self-efficacy and Academic Achievement of Adolescents.

F_{37} There is a significant positive relationship between Academic Self-efficacy and Academic Achievement of male Adolescents.

F_{38} There is a significant positive relationship between Academic Self-efficacy and Academic Achievement of female Adolescents.

F_{39} No significant relationship exists between Academic Self-efficacy and High Academic Achievement of Adolescents.

F_{40} 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.
F47 There is significant difference between Extrovert and Introvert Adolescents on Academic Self-efficacy.
F48 There is significant difference between High Achiever and Low Achiever male Adolescents on Academic Self-efficacy.
F49 There is significant difference between High Achiever and Low Achiever male Adolescents on Academic Self-efficacy.
F50 There is significant difference between High Achiever and Low Achiever Adolescents on Academic Self-efficacy.

5.3 CONCLUSIONS AND DISCUSSION
The following conclusions may be drawn on the basis of finding of the present study:

From the findings it may be concluded that both male and female adolescents experience similar academic stress irrespective of their gender. It can be concluded that modern time students have taken stress particularly academic stress as an accomplice of life style. There are high academic demands from schools which in turn accumulate stress in students mind. The result is also supported by (Bartwal and Raj, 2014) in their study that male and female students experienced same amount of academic stress. Similarly, (Bhosale, 2014); (Omonyi and Ogunsanmi, 2012) found no significant difference between male and female on academic stress. However, the levels of stress have also been found to differ for male and female students. Also the
study revealed that there is no significant difference on academic self-efficacy of male and female adolescents.

(Tenaw and Markos, 2013) reported in a study that both males and females have no significant difference in self-efficacy. (Lent et al., 2005) and (Vogt, Hocevar, & Hagedorn, 2007) have reported that male students have significantly higher self-efficacy than females. On the other hand, there are studies which did not find significant male and female students’ differences in self-efficacy. For example, (Vuong, Brown-Welty, and Tracz, 2010) have examined the effects of self-efficacy on academic success of first generation college sophomore students and did not find significant effect of self-efficacy on male and female students. Similarly, a study conducted in higher education institutions by (Clutts, 2010) indicated non-significant male and female students’ differences in academic self-efficacy.

The present study revealed that there is a significant negative relationship between Study Habits of male, female and male-female taken together on Academic Stress. The study also indicates that there is a significant difference between good and bad study habits of male and female adolescents so far as Academic Stress is concerned. A similar trend is depicted when male and females are taken together. The present study’s findings agreed with previous findings of (Aruna, 2008) from a study concluded that stress of X class students had significant influence on their study habits. But, there was no significant difference between the study habits of boys and girls and their level of stress. (Sharma, 2007) in a study on achievement of rural girls found that poor study habits were highly associated with higher stress. The study also documented that there is significant negative relationship between personality of male, female and male-female taken together on Academic Stress of adolescents. Also it reveals that there is significant relationship between introvert and extrovert personality of male, female and male-female taken together. Personality researchers explain why some persons are more vulnerable to stressful situations than others. For example, Neuroticism is suggested to be linked to individual differences in emotional reactivity to stress (Costa & McCrae, 1985, 1987). Personality variables may contribute to a person’s ability to deal effectively with a stressful situation. (Grundy, 2000) also found negative association between personality type and stress. The literature also provides support that when an
individual is confronted by a stressful event his/her personality characteristics influence the degree to which he or she seeks social support (Houston & Vavak, 1991; Watson & Clark, 1984. Another study conducted by (Cloninger, Svrakic, & Przybeck, 1993) congruent with present study by highlighting strong associations between Cloninger’s personality traits and stress which suggests that certain personalities may be genetically predisposed to experience stress. Individuals high in neuroticism are the most vulnerable to experiencing increased stress. (Duggan et al. 1995)

The study also revealed that there is a significant negative relationship between academic achievement of male, female and male-female taken together on academic stress. Also there is significant difference between high achiever male, female and male-female taken together on academic stress. (Bector, 1995) conducted a comparative study of government and public school children of 9th grade in Chandigarh and reported significant negative correlation between stress and academic achievement. (Malik & Balda, 2006) also found a negative correlation between stress and academic achievement. (Pritchard and Wilson, 2003) reported a correlation between higher stress levels and lower GPA.

The study revealed that the good and bad study habits of male, female and male-female taken altogether are positively correlated to Academic Self-efficacy. Also present study found a significant difference between good and bad study habits of male, female and the whole sample of adolescents on Academic Self-efficacy. The present study is also supported by (Lee, 2002), who found that study habit as related to academic self-efficacy. Students who have studied well and have planned their study have the confidence to face their academics and eventually perform well. (Charmers, 2001) in a study also found that self-efficacy was related to both academic performance and study habit.

The present study revealed a significant positive relationship between Academic self-efficacy and personality of male, female and overall sample of adolescents. There is significant relationship between the extrovert and introvert personality of male adolescent, female adolescent and male-female adolescents taken together. Self assessments of ability contribute to self-efficacy but so does the individual's personality" (Griffin, et al., 2010). A student may have a high self-
efficacy for performing a task, but due to a personality trait such as shyness has low self-efficacy for training a weak student to do the same task. According to the self-efficacy theory, the student would exert more effort on performing the task them self than on training a weak student on how to perform the task.

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Also Academic Self-efficacy of male adolescents, female adolescents and overall sample is positively related to Academic Achievement. Also study reveals that there is significant difference between academic self-efficacy of high and low achiever male, female and overall sample. The finding is supported by (Kirmizi, 2015) High achieving students were also found to be better than low achieving students in terms of self-efficacy.

5.4 EDUCATIONAL IMPLICATIONS

There are numerous implications for change in educational practices that are suggested by the results of this study. These implications focus on practices related to better student services, improved administration, academic services, and competent faculty. New demands are imposed by rapid change in the education system; these, in turn, cause stress. Academic Stress is being experienced by all the adolescents irrespective of their gender. If the level of academic stress reduces, the mental well-being among adolescents will increase. The findings of the present study have important implications not only for students and their family members but also for those who play more assertive role in the education of adolescents i.e. teachers, counselors, and researchers.

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.

It should be ensured that students should be provided with the environment and facilities conducive to their abilities and interest which can be helpful in the
development of divergent thinking. Apart from reducing workload, educational authorities should encourage schools to conduct more recreational activities, improve teacher-taught relationship and providing better counseling services to the students. All this can be easily done if teachers, parents as well as the children themselves join hands & beat the stress.

Guidance programs such as workshops, symposiums, and public lectures on stress management should be organized periodically for students so that they can be adequately equipped with the needed skills to handle issues related to stress.

As students having bad study habits are more stressed in comparison to their counterparts having good study habits. With this knowledge teachers and parents can help students in developing good study habits which in turn lowers their academic stress. Developing good study habits i.e. planning and preparing well before the examination, note taking, revision and discussion will in turn reduce their academics related stress.

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.

Reduced levels of academic stress will in turn help in raising the academic achievement of the students. Guidance services should be provided to develop confidence among students for better adjustment in classroom, family and society, to use their potential and talents which would help to achieve success in life. There should be adequate planning in academic work such that there would be enough intervals between the periods of examinations and continuous assessment tests.

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. To help struggling learners with low self-
efficacy, and get them to invest sufficient effort and persist on challenging tasks, teachers must systematically develop high self-efficacy within these students.

Teachers should make clear, the importance of Academic Self-efficacy for Academic success and try to raise the self-efficacy level by various means such as verbal persuasions, mastery experiences and vicarious experiences keeping in mind the individual differences. Teacher’s attitude and enthusiasms will create better environment conducive for development of academic Self-efficacy beliefs in struggling adolescents.

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.

The aim of education goes beyond the development of academic competence. Schools, teachers and parents have the added responsibility of preparing self-assured and fully functioning individuals capable of pursuing their hopes and ambition. Stronger self-efficacy beliefs are the predictors of high academic achievement. Researchers, scholars, and stakeholders in the education industry should join hands in their efforts at determining the best approach/strategy that can enhance student achievement outcomes. In this perspective, the focus of instruction should be changed from curriculum delivery to fostering sophisticated self- efficacious learners ready to take responsibility for their own learning in endlessly changing societies. This would prepare highly efficacious students who
act, think, and feel differently, not only able to meet the constraints of their learning but also challenges of life.

5.5 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.