CHAPTER- VI

FINDINGS AND OBSERVATIONS
6.0 INTRODUCTION:

Data analysis and interpretations were discussed in the Chapter-V. The present chapter is devoted to the presentation of findings and discussion of the study. ANOVA was used for testing the differences between the mean and correlation was used for determining the relationship between the two variables. The findings of the study were discussed in the following paragraph and were interpreted in the light of quantitative and qualitative data obtained.

6.1 FINDINGS OF THE STUDY

After careful analysis of the collected data and interpretation of the results, the following findings were obtained.

- The Mean stress scores as shown in Table -3 revealed that non-tribal students, girls and humanities students have higher score than the score of tribal student, boys and science students. In other words, non-tribal students, girls and humanities students face more psychological and educational stress than their counterparts. From the Table-4, it may be concluded that there was non-significant effect of group. It indicated that tribal and non-tribal undergraduate students do not differ in stress scores. In other words tribal and non-tribal students face common type of stress related to their education. From the finding it was observed that there was a significant effect of stream on stress scores, which indicated that humanities and science students differ significantly from each other in stress score. This might have happened due to their different course structure, inadequate time for study, lack of interest in study, expectation of good result and worried about future job prospect. So, humanities and science students think of their life events in different way. There was non-significant effect of gender on stress scores. The stress scores of boys and girls students do not differ significantly from each other. In other words boys and girls students of undergraduate level face the common type of educational stress. Both the boys and girls students of undergraduate level are prone to similar stress. It is supported by the existing research conducted by Watson (2002) to inspect the academic stress among college students. The results found non-significant difference in the perceived stress between boys
and girls students. In case of interaction effect, it shows that there is no statistically significant interaction effect with regard to group, stream and sex.

- Table-5 revealed that the mean scores of academic achievement of non-tribal students, boys and science students possess high academic scores than tribal, girls and humanities students. In other words non-tribal students, boys and science students of undergraduate level face more academic stress as compared to their counterparts. Table no-6 reveals that there was significant effect of group on the scores of academic achievement. It indicated that there was significant difference between tribal and non-tribal students in academic achievement scores. It means that both tribal and non-tribal students have differences in academic achievement scores. The findings reveal that both tribal and non-tribal students are different from each other in academic score. The academic achievement of non-tribal students is better than the tribal students. Tribal students posses a low socio-economic condition and self-esteem, may be due to their minority status. In case of stream it was found that there was non-significant effect of stream on academic achievement scores. This means that academic achievement scores do not differ in respect of science and humanities students. Both the science and humanities students’ possess the similar academic problems. So both the science and humanities students face common type of educational problems. From the findings it was found that there was non-significant effect of gender in academic achievement scores. This means that academic achievement is not gender sensitive. It may be concluded that boys and girls students possess the equal capability in achieving academic scores. This finding of the present study is in congruence with finding of the study conducted by Ewenyi (2009), where he reported an insignificant gender difference in the stress level and academic achievement.

- From the Table -7, it was observed that Mean stress scores due to institution and teacher of non-tribal students, girls and humanities students are higher than the mean score of tribal, boys and science students. In other words, it can be said that non-tribal students, girls and humanities students face more institutional and teacher related stress as compared to their counterparts. From the table-8, it is found that there was non-significant effect of group on institutional and teacher related stress. This means that tribal and non-tribal

138
students do not differ significantly in stress score due to institution and teacher. In other words tribal and non-tribal students face the similar problems due to institutional and teacher related stress. The tribal and non-tribal students involve many institutional and teacher related factors like over pressure of the study, fail to answer properly in the classroom, non-cooperation among the classmates and develop fear of failure. In respect of stream there was significant effect of science and humanities students on stress score due to institution and teacher. It indicates that humanities and science students face different types of institutional and teacher related stress. The findings showed that there was also non-significant effect of gender on stress due to institution and teacher. It indicates that the stress score of both boys and girls’ students do not differ significantly from each other. In the other words, boys and girls students face similar type of institutional and teacher related stress. Moreover, there was no statistical interaction effect on stress scores between group, stream and gender.

- From the Table -09, the mean score of stress revealed that the tribal students, boys and science students obtain high stress score due to home environment than non-tribal, girls and humanities students. In other words, tribal, boys and science students face more stressful situations in their home environment. This might be happen due to their low socio economic condition, parental negligence, parental conflict, lack of guidance and supervision by the parents and lack of motivation in studies. From the Table no.-10, it may be concluded that there was significant effect of caste on home environment stress. It means that the tribal and non-tribal students differ significantly in home environment factors. The home environmental factors of tribal and non-tribal students are different due to their socio-economic and cultural condition. In respect of stream, it showed that there was significant effect of science and humanities students on home environment stress scores. This means that humanities and science students differ significantly on home environmental stress. In other words the students of science and humanities stream face the home environmental problems in different way. From the findings it was also observed that, there was non-significant effect of gender on home environment stress scores. The stress scores of both boys and girls students do not differ
significantly from each other. In other words the boys and girls students face the similar type of home environmental stress. Moreover, there was no statistically significant interaction between group, stream and gender.

- Table -11 showed that mean scores in examination related stress of non-tribal students, girls and humanities students’ are higher than the mean score of tribal, boys and science students. This means that non-tribal students, girls and humanities students face more anxiety regarding examination related factors. This might be due to lack of self confidence for success, fear of failure and expected result in the examinations. On the other hand the students with low examination stress are satisfied to some extent, emotionally stable and fulfill their expectations according to their needs. From the Table -12, it showed that there was significant effects of group on examination factors stress score. This indicates that tribal and non-tribal students differ significantly in examination related stress. Tribal and non-tribal students face over pressure of the study, anxiety and tension in regard to examination stress in different way. The findings revealed that there was significant effect of stream on examination related stress scores. The science and humanities students differ significantly in examination related stress score from each other. In other words science and humanities students suffer from different type of examination related stress factors. The findings reported that there was non-significant effects of gender on examination related stress. This means that both of boys and girls do not differ significantly from each other. In other words they suffer from similar type of examination related stressors. Moreover, there were no interaction effect between group, stream and gender.

- Table -13 indicated that the parental stress score of non-tribal students, boys and science students are higher than the tribal, girl and humanities students. In the other words, non-tribal students, boys and science students face more parental problems like pressure of study of the parents, feel irritation for comparing with the others and poor result makes the parents unhappy. From the Table no.14, the result of the study showed that there was significant effect of group on stress due to parents’ score. This means that the tribal and non-tribal students differ significantly on stress score due to parental factors. The attitude, interest and expectation of the parents of tribal as well as non-tribal
students are different. There was significant effect of stream on parental factor stress scores. This means that science and humanities students differed significantly in parents’ stress score. The science and humanities students perceived parental stress in different way. The findings revealed that there was significant effect of gender on stress scores due to parental factors. This means that significant gender differences exist in the experience of parental stress. In other words the boys and girls student think about the parents related stressors in different way.

- From the Table-15, it was observed that mean stress scores due to outer environment of tribal students, boys and science students are higher than non-tribal, girls and humanities students. In other words, tribal, boys and science students face more outer environmental stress as compared to their counterparts. Table no.16 revealed that there was non-significant effect of group in outer environment stress. This means that tribal and non-tribal students in undergraduate level do not differ significantly in regard to outer environment stress score. The attitude of tribal and non-tribal students towards outer environmental stress was similar. In respect of stream, there was significant effect of science and humanities students on outer environment stress. It shows that science and humanities students differed significantly on outer environment stress. Both science and humanities students experienced outer environment stress in different way. The results of the study revealed that there was a non-significant effect of gender on stress due to outer environment scores. This means that boys and girls do not differ significantly in stress score due to outer environment. Both boys and girls experienced environment related stress in the similar way. The students of science and humanities involve with the outer environmental stress factors like lack of guidance, unable to understand their problems by the parents, excessive competitive pressure and fear of humanitarians.

- From the Table -17, it was observed that scores in stress of tribal students, boys and science students are higher in personal weakness and anxiety than non-tribal, girls and humanities students. In other words, tribal students, boys and science students face more personal weakness and anxiety related stress. From Table no.18 there was non-significant effect of group on stress due to
personal weakness and anxiety. This means that both tribal and non-tribal students do not differ significantly from each other. In other words the perception of stress of tribal and non-tribal students in regard to personal weakness and anxiety was similar. In regard to stream, there was non-significant effect of stream on stress due to personal weakness and anxiety. It indicates that humanities and science students do not differ on stress score from each other. In other words they suffer from similar stress related to personal weakness and anxiety. From the finding it was observed that there was non-significant effect of gender in stress score due to personal weakness and anxiety. This means that boys and girls students do not differ significantly from each other. They face common type of problems of personal weakness and anxiety. They suffer from different problems like headache due to more study, worried about result, problem of memorization and unwillingness to study create pressure.

- From the Table-19, it was observed that scores in stress of tribal girl students and humanities students possess higher score than the boys and science students. In other words tribal girl and humanities students face more educational stress than tribal boys and science students. From the Table no.20, it might be concluded that there was significant effect of stream on stress scores. This means that humanities and science students differ significantly from each other in the perception of stress. This is due to different perceptions of the students about stress. The findings also showed that there was a non-significant effect of gender. It indicates that boys and girls students do not differ significantly in stress scores. They suffer from similar academic stress.

- From the Table 21, it might be concluded that the stress score of non-tribal boy students and humanities students possess higher scores in stress than girls and science students. In other words, non-tribal boy and humanities students face more stress related to education as compared to their counterparts. From the Table 22, it was observed that there was significant effect of stream on stress score. This means that both science and humanities students differed significantly in terms of stress score. The perception of stress of science and humanities students was different. The study of the findings revealed that there was non-significant effect of sex on stress score. This means that both boys
and girls students do not differ significantly in stress score. They face similar type of stress.

- From the Table -23, it was found that no significant correlation existed between stress and academic achievement. From the analysis it was observed that academic achievement was negatively associated with stress and also relationship is not significant. This might be due to students are nowadays very much accustomed with the stressors related to their education. It is evident that educational stress may be experienced by the undergraduate students. Though they are involved in feeling of pressure, anxiety and tension, but daily routine of their study compels them to adjust themselves with their academic environment. So they do not think the academic pressures as stress. The present study is consistent with Womble’s (2003) findings, who found that student stress was not significantly correlated with academic achievement of undergraduate students. Elias et al (2011) also found that there was a significant, but weak and negative relationship between stress and academic achievement. Farhan and khan (2015) found that there is no significant relationship between stress, self-esteem and academic achievement. In our study we found very weak and insignificant relationship between stress and academic performance. It can be concluded that stress is not the only influential factor for academic achievement of undergraduate students.

- From the Table -25 and 26, it was observed that all the independent variables considered in the present study (stress due to institution and Teacher, home environment, examination, parents, outer environment, Personal weakness and anxiety) were not the successful predictors of academic achievement regarding the students.

6.2: Findings on Qualitative Analysis

The responses of the participants may be summarized in the following way.

- Regarding the causes of putting pressure by the parents’ one theme emerged significantly Most students responded that their parents did not put pressure on them but urge them to concentrate more on study, to perform well for getting higher education and to maintain family (60%).

143
• Some of the students felt that parents impose pressure for carrying out good result which will ultimately help them to establish in the society as a good citizen (42%).

• Few male students said that excessive pressure by the parents reduces the achievement scores and students themselves must have that ability to perform well according to their own will (30%).

• Most of the respondents reported that parents always encourage and support them (22%). A female student reported that it would be better to use ‘help’ and ‘support’ than putting pressure.

• Most of the students reported that their parents had high and traditional expectations of their children for getting a job (66%). Surely they will fulfill the dreams of the parents and make them happy and try to erase every pain from their life.

• Parents dream that after completion of education a job is required of their children for self-dependent and for looking after family smoothly (72%). One student remarked that one can contribute for the welfare of the society with the financial assistance. So, either private or government job is essential for me.

• Another theme was about getting government job. The respondents reported that they should not depend on only government job but also they can be self-dependent with other private work as it is very difficult to get a government job. (45%)

• Some respondents being students felt that parents are made frequently disappointed due to poor result or failure in the Examination (65%). Studies are the only means by which students can fulfill parent’s expectations.

• Few respondents reported that they never failed in any examination, and they never faced such type of situation (24%).

• Some respondents thought that they are to be involved in their studies for carrying good marks and self-supporting in future (66%).
- The parents felt that their children spend enough time in using face book, what's App in cell phone & watching TV program for a long time (72%).

- One very important idea was emerged that knowledge can be enhanced through the uses of social media. So they do not hesitate to use the social media in keeping it mind the fixed time for the study (34%).

- The respondents reported that parents do not compare achievement scores with other family members or peers because academic achievement depends on the interest, attention and talent and retention ability of the students (60%).

- Few respondents remarked that parents compare scores with their friends, family members or peers if their children obtain low percentage than the others (40%).

- Some of the respondents told that parents do not put pressure on them. The students are very much careful about studies. Parents always try to encourage and help them (68%). Excessive pressure breaks their attention and result becomes poor.

- Few of the respondents reported that their achievement scores increase if their parents put pressure on them. This type of pressure creates more stress (28%).

- Parents do not impose any restriction on their children to join social work. The respondents think that they should participate in the social work besides the normal study (70%).

- Through the participation in social activities the students can be acquainted with the norms, morality, values, custom and cultures of the society (52%). A student said that fixed time was allotted for social work.

- Few students reported that their parents imposed restriction for engagement in social activities by saying that their studies may be hampered and they have enough time in future to join in social activities (30%).

- Students reported that they watch TV news and use cell phones for entertainment and walks inside the room at the time of failure of sleeping (58%).
- Few of them read story books, newspaper and gossip with the family members in order to reduce tension and pressure (45%).

- Most of the respondents being students said that they never did start meditation or practice yoga and they had no feeling of performing it (60%).

- Few students remarked that they do meditation or practice Yoga and used to walk for a while, which helps to reduce mental stress (36%).

- Few students reported that they discuss all problems with parent especially mother. Because they can solve the problems with positive views (62%). A female student told that mother is the best friend.

- Some of the students remarked that they never did any discussion with friends because they may spread rumor among friends circle (40%).

- Very few students reported that they hesitate to discuss their problems with parents and believe on friends only who can support and solve their problems. A girl of B.sc mentioned that she does not like to share problems with parent because her problem will make them more anxious.

- The maximum respondents admitted that due to poor result, depression and shyness appears in their mind and thinks deeply about the reasons of poor result (64%). Few of them reported that they did not avoid friends even after poor result.

- The respondents being students share everything with mother. She can easily understand their disturbances well and she has solutions of every kind of problems (55%).

- Very few students confide with friends as they can solve their problems (46%). One student of arts felt that he believes on God.

- The maximum students reported that they cope with the stress by listening songs, gossiping with friends, using cell-phone and involving in positive thinking (70%).

146
• Some of the respondents reported that to pay concentration in study is disturbed due to academic pressure (28%).

• Few students remarked that pressure helps to pay more attention in the study. It is general attitude of the parents to advise them for their betterment (30%). Academic pressure compels them to pay attention in the study.

• Most of the students thought that they can’t pay concentration in study when the academic pressure persists as they think about the fulfillment of expectation by the parents and it creates more pressure (54%). A student of science felt that he studies according to his desire. None can impose on him.

6.3: CONCLUSION

This chapter began with the discussion of the findings of the study. The objectives of the study were achieved. Scope for further research will be provided. The findings were discussed in the light of quantitative and qualitative data separately. Summary of the work will be discussed in the next chapter.