CHAPTER-VIII

CONCLUSION
8.0. Conclusion

Chapter 8 deals with the conclusion of the study. This chapter gives the overall implications of the work done. This also gives directions related to the importance of the work to different stakeholders, persons related to the institutions and others.

Bibliography of the entire research has also been included. Annexures which contain the questionnaire have also been included.

Stress has always been a burning issue among the undergraduate students. Researchers have given a lot of emphasis on the issue of college going students. The literature also suggests that stress is a common thing among the undergraduate students and when stressful experiences are more than the coping resources, multiple stress related problems may arise. The objectives of the study were to find out the effect of stress on academic achievement of undergraduate students of Tripura. The researcher assesses the stress factors along with the six dimensions with the academic achievement and the significance differences in stress factors between the students of undergraduate students of Tripura.

Keeping in view the prior review of literature related to stress and academic achievement the researcher conducted a survey to examine the effect of stress on academic achievement of undergraduate students of Tripura from the quantitative and qualitative perspectives. The quantitative data provide us a general idea about stress and academic achievement. But quantitative data help us to know the large information about the undergraduate students. So, it is evident that experience of stress and its effect on academic achievement has been brought out through both the quantitative and qualitative study.

In the present study, it was assumed that data from different undergraduate students were independent. This indicated that the behavior and thinking process of the one student did not match the behavior of the other student. Mean scores of stress factors and academic achievement of the tribal and non-tribal students reveals a significant difference. The findings of of the study reveal that the non-tribal students, girls and humanities students feel more psychological and educational stress. The science students and non-tribal students of undergraduate level also face more academic stress than their counterparts. It may be concluded that students having high
stress score may be realized higher perceived stress in connection with academic achievement. After going through the assessment of stress factors along with six dimensions it was found that they experience stress to some degree and there were variations in their experiences. It depends on their attitude, thinking process and socio-economic condition of the students. Majority of the undergraduate students claims that they suffer from psychological, educational and social problems during the period.

So, on the basis of the present findings and discussion it can be concluded that there was significant difference in academic achievement among tribal and non-tribal students. Again, there was no significant effect of tribal and non-tribal undergraduate students on stress scores. Both the boys and girls students do not differ in academic achievement score. The findings also showed that tribal and non-tribal students have similar stress score in respect to institution and teacher related stress. Home environment stress factors of tribal and non-tribal students are different due to their socio-economic and cultural condition. It was also observed that boys and girls students face the similar type of home environmental stress. The findings of the study indicate that tribal and non-tribal students showed differences in examination related stress. It happens due to their variations in pressure and anxiety level regarding examination factors. In regard to parental stress score tribal students have different attitude, interest and expectation due to their socio-economic condition. In regard to personal weakness and anxiety tribal and non-tribal face similar stress.

Among the various empirical studies conducted regarding academic achievement of tribal students, Sujata (1987), Givinda (2002) suggests that tribal students do possess the basic cognitive abilities and psychological disposition for successful participation in schools and colleges. It was found that most of the tribal students have cognitive abilities desirable for educational achievement irrespective of age and sex. In spite of this, studies on learning achievement of tribal students, both boys and girls have shown lower levels of academic achievement. Our study indicates that tribal student’s possess low stress score and academic achievement score due to their socio-economic condition and low quality of life. The students from the lower socio-economic status were found to be more stressed.
On the basis of the findings, it may be concluded that there was no significant relationship between the students’ stress and their academic achievement of undergraduate students. It was found that the relationship between stress and academic achievement scores, stress due to institution and teacher and academic achievement, stress due to home environment and academic achievement, stress due to parents and academic achievement, stress due to outer environment and academic achievement, stress due to personal weakness and anxiety and academic achievement of undergraduate students was not significant. It is considered regarding correlation that academic achievement is negatively associated with stress and also the relationship is not significant. Generally it is considered that the students belonging to high achieving scores may hold low stress and stress has negative effect on academic achievement. The finding of the present study is consistent with Womble (2003) who showed that student stress was not significantly correlated with academic performance of the students. Felsten and Wilcox (1992) found a significant negative correlation between the stress level of college students and their academic performance. Elis et al. (2011) also found that there was a significant, but weak and negative relationship between stress and academic achievement. Another study conducted by Farhan and Khan (2015) where they found that there was no significant relationship between stress, self-esteem and academic achievement. So, it may be concluded that stress is not only the influential factor for low academic achievement. The present researcher did not find any relationship between stress and academic achievement of undergraduate students. But from the present investigation, it can be said that the undergraduate students who secured high marks in public examination might have overcome pressure and tension about their better future prospect.

Step wise multiple regression analysis was carried out to find out the maximum possible variance in academic achievement of the students. The measures of stress due to institution and teacher, home environment, examination, parents, outer environment, personal weakness and anxiety factors combined together might not a good predictor of their academic achievement of students.

It may be concluded that 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 studies compel them to adjust
themselves with their academic environment. So they do not think the academic pressures as stress. It seems to them normal phenomenon of everyday life. It can be concluded that stress is not the only factor for reducing academic achievement of undergraduate students. There may have other factors also responsible for academic achievement.

Stress is an unavoidable phenomenon in every aspects of human life. It is generally a emotional imbalance which may be due to different reasons. From the qualitative analysis it was found that parents do not like to put pressure on their students. Excessive pressure may reduce the student’s academic achievement. Some respondents reported that parents are made frequently disappointed due to their poor result or failure in the Examination. Students do not hesitate to use the social media in keeping it mind the fixed time for the study. It is also helpful in searching different types of knowledge related to studies. It is evident that parents compare their children with the peers when the results become poor. The respondents reported that participation in the social activities is essential for knowing the norms, values, customs and traditions of the society. The maximum respondents admitted that due to poor result, depression and shyness appears in their mind and thinks deeply about the reasons of poor performances. The study also reported that some sort of pressure help them to pay attention in the study. The competition for grades, the need to perform well, career choices, and many other aspects of the college environment cause stress. Much of the stress that students experience is helpful and stimulating. It is not possible to escape from the stress related to education. The challenges of life tend to be stressful. The problem comes when students face too much stress. So, it can be concluded that moderate stress is required for better learning of the undergraduate students. To many students education related stress factors always help to enhance their academic achievement.

EDUCATIONAL IMPLICATION OF THE STUDY

- These research findings have practical implications for parents, teachers, and educational planners and of course students.
- Understanding the student’s stress, its correlates and concomitants is expected to help all the teachers, planners and administrators and the parents.
- The finding of the study could provide better insights to the academic administrators for initiating efforts to reduce the intensity of stress.