Conclusion & Suggestions for Further Research
CONCLUSION:

We have established the relationship between the stress and the psychological well-being of the university students in relation to their academic performance. And the relationship between institutional climate and the psychological well-being of the students in relation to their academic performance. From what has been found in our results in this study we can reach on the following conclusions:

1. The psychological well-being of students is not effected by stress and institutional climate. These findings suggest that institutional climate and stress do not put any type of impact on the students’ well-being, even though there is vast literature suggesting stress and institutional climate as essential for the psychological well-being of the students.

2. The correlation between stress and academic performance reveals that stress has an adverse effect on college performance outcomes among students.

3. Institutional climate has no impact on the academic performance of the students. Though, this finding of the present study is contradictory to the findings of the earlier researchers who proved that institutional climate had a major influence on the academic performance of the students.
SUGGESTIONS FOR FURTHER RESEARCH:

A single research can never produce spectacular results because a single investigator can study only a very limited number of variables and limited sample and also because all predictions cannot come true due to the human behaviour is so complex. Therefore, this research also has some limitations. The investigator has studied general stress and it’s overall impact on the academic performance and psychological well-being. Stress can be classified as a bereavement (natural or accidental), interpersonal relationships (broken relationships, peer group experiences, relations with family etc.), health related issues, air or noise pollutions, social injustice (corruption, deceitfulness, discrimination), law and order (terrorism, robbery, kidnapping, torture etc.), academic (failure, delay in examinations, non-availability of books), negative feelings (guilt feeling, feeling unlucky, pessimistic about future, inferiority complex, worry, fear, anger etc.). These various types of stresses can be studied separately and it’s effect can be seen separately on academic performance and psychological well-being.

Secondly, the researcher did not consider gender wise difference of psychological well-being and academic performance of the students.

Thirdly, students of professional courses should also be studied separately in order to find out their sources of stress and it’s effect on their academic performance and psychological well-being.

And fourthly, different types of institutions have different institutional climate. Some institutions have better climate hence, the level of stress is
expected to be low, whereas, some institutions have harsh institutional climate resulting in high level of stress among students. So, a comparative study of different institutional climate should also be done, for example, government and private institutes should be taken so that a clear impact of institutional climate is surfaced.