CHAPTER – 5

5. INTRODUCTION;

The present study was taken up to explore the impact of psychological stress on academic achievement in English of STC students. In present time mostly pupils feel stress in one-way or the other and this stress effects their academic achievement.

Findings of the study are an integral part for the entire work done by the researcher, which facilities him in conveying its objectives and purpose findings in clear and concise form prove to be of considerable use to the researcher also as they not only make him aware of the extent to which he has been able to obtain his research objective but also pave the way for suggesting a plan of action for the betterment of the lot of area of the study. The findings of the study are stated by the researcher after the analysis of the collected data and interpreting it objectively.

The researcher hence, analyzed the collected data in this study and gave its objectives interpretation for the sake of paving way describe their findings, which ultimately leads to the purpose of the study.
5.1 HYPOTHESIS WISE FINDINGS;

(Part-1)

(Gender Based analysis)

(Group above 60% marks)

**Conceptual Hypothesis-1** There is no significant difference in academic achievement in English subject between the STC boys and girls trainees in relation to psychological stress.

**Findings;**

5.1.1. The curriculum related stress is more in girls having above 60% marks in academic achievement in English than boys of STC.

5.1.2. The teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups of STC.

5.1.3. The Practice teaching related stress does not affect the academic achievement in English of STC boys and girls having above 60% marks.

5.1.4. Teacher behavior related stress does not affect the academic achievement in English of boys and girls of STC.

5.1.5. The Examination related stress affects the academic achievement in English in boys than girls of STC.

5.1.6. The Other factors related stress on the academic achievement in English is somehow equally homogenous in both the groups of STC.
5.1.7. Integrated stress does not effect the academic achievement in English of boys and girls of STC. It is somehow equally homogenous in both the groups.

In brief, the conclusion is that two hypotheses regarding curriculum related and examination related stress on achievement in English between boys and girls having above 60% marks are rejected. The curriculum related stress is more in girls and examination related stress is more in boys of STC. The other five hypotheses are accepted.

5.2 HYPOTHESIS WISE FINDINGS;

(Part-1)

(Habitat based analysis)

(Group above 60% marks)

Hypothesis-2 There is no significant difference in academic achievement in the English subject between the urban and rural STC trainees in relation to psychological stress.

Findings;

5. 2.1. The curriculum related stress is somehow equally homogenous in both the groups of rural and urban STC students

5.2.2. Teaching related stress does not effect the academic achievement in English of STC students. It is somehow equally homogenous in both the groups of rural and urban STC students.
5.2.3. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups of rural and urban STC students.

5.2.4. Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.

5.2.5. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.

5.2.6. Other factor related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.

5.2.7. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups of rural and urban STC Students.

The conclusion is that there is no significant difference between both the groups of rural and urban STC students in academic achievement in English subject.

Hence, the all hypotheses are accepted.
5.3 HYPOTHESIS WISE FINDINGS;

(Part-1)

(Subjects Stream Based analysis)

(Group above 60% marks)

1) **Hypothesis-3** There is no significant difference in academic achievement of English subject between different subject streams STC trainees in relation to psychological stress.

**Findings;**

**Arts and commerce group;**

5. 3.1.Curriculum related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

5. 3.2.Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

5. 3.3.Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

5. 3.4.Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding Arts and commerce STC students.
5. 3.5. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

5. 3.6. Other factor related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

5. 3.7. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

In brief, the conclusion is that all the null hypotheses regarding stress on academic achievement in English of arts and commerce group students of STC are accepted.

**Arts and science group;**

5. 3.8. Curriculum related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.

5. 3.9. Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.

5. 3.10. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.
5. 3.11. Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding Arts and Science STC students.

5. 3.12. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding Arts and Science STC students.

5. 3.13. Other factors related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding Arts and Science STC students.

5. 3.14. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups regarding Arts and Science STC students.

The conclusion is that all the null hypotheses regarding stress on English achievement of arts and science STC students are accepted.

**Commerce and Science group;**

5. 3.15. Curriculum related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding Commerce and Science STC students.

5. 3.16. Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding Commerce and Science STC students.
5. 3.17. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science group STC students.

5. 3.18. Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

5. 3.19. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

5. 3.20. Other factor related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

5. 3.21. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

The conclusion regarding all the dimensions of stress on academic achievement in both the groups of commerce and science are somehow equally homogenous. Hence, all the null hypotheses are accepted.
FINDINGS, IMPLICATIONS AND SUGGESTIONS

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(Part-2)

(Gender Based analysis)

(Group below 60% marks)

Hypothesis-1; There is no significant difference in academic achievement of English subject between the STC boys and girls trainees in relation to psychological stress.

Findings;

5. I.1. The curriculum related stress is more in girls having below 60% marks in academic achievement in English than boys.

5. I.2. Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups.

5. I.3. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups.

5. I.4. The Teacher behavior related stress is more in girls having below 60% marks in academic achievement in English than boys.

5. I.5. Examination Related Stress in the academic achievement in English is somehow equally homogenous in both the groups.

5. I.6. The Other factor related stress is more in girls having below 60% marks in academic achievement in English than boys.

5. I.7. The integrated stress is more in girls having below 60% marks in academic achievement in English than boys.
The conclusion is that the stress related curriculum, teacher behavior and other factors affect the academic achievement in English of STC girls, so the three hypotheses are rejected and four are accepted.

(Part-2)

(Habitat based analysis)

(Group below 60% marks)

HYPOTHESIS-2; There is no significant difference in academic achievement in English subject between the urban and rural STC trainees in relation to psychological stress.

Findings;

5. 2.1. Curriculum related stress in the academic achievement in English is somehow equally homogenous in both the groups of rural and urban STC students.

5. 2.2. Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups having below 60% marks rural and urban STC students.

5. 2.3. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.
5. 2.4. Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.

5. 2.5. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.

5. 2.6. Other factor related stress in the academic achievement in English is somehow equally homogenous in both the groups’ of rural and urban STC students.

5. 2.7. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups of rural and urban STC Students.

In short, the conclusion is that all the null hypotheses are accepted regarding the stress in academic achievement in English of rural and urban STC students.
(Part-2)

(Subjects Stream Based analysis)

(Group below 60% marks)

Hypothesis-3 There is no significant difference in academic achievement of English subject between different subject streams STC trainees in relation to psychological stress.

Findings;

Arts and commerce group;

5. 3.1.Curriculum related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

5. 3.2.Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

5. 3.3.Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

5. 3.4.Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.
5. 3.5. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

5. 3.6. Other factor related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

5. 3.7. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and commerce STC students.

The conclusion is that the stress does not affect the achievement in English of arts and commerce STC students, so the null hypotheses are accepted.

**Arts and science group;**

5. 3.8. The Curriculum related stress is more in Arts students having below 60% marks in academic achievement in English than Science stream STC students.

5. 3.9. The teaching related stress is more in Arts stream students having below 60% marks in academic achievement in English than Science stream STC students.

5. 3.10. Practice teaching related stress in academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.
5. 3.11. The teacher behavior related stress is more in Arts stream students having below 60% marks in academic achievement in English than Science stream STC students.

5. 3.12. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.

5. 3.13. Other factors related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Arts and Science STC students.

5. 3.14. The integrated stress is more in Arts stream students having below 60% marks in academic achievement in English than Science stream STC students.

The analysis depicts that the curriculum related, teaching related, teacher behavior related and integrated stress affect the achievement in English of STC students of Arts and Science stream groups. The stress is more in Arts stream STC students than the science students, so the null hypotheses regarding curriculum, teaching, teacher behavior and integrated stress are rejected and rest three hypotheses practice teaching, examination and other factors related are accepted.

**Commerce and Science group;**

5. 3.15. Curriculum related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.
5. 3.16. Teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

5. 3.17. Practice teaching related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

5. 3.18. Teacher behavior related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

5. 3.19. Examination related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

5. 3.20. Other factors related stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.

5. 3.21. Integrated stress in the academic achievement in English is somehow equally homogenous in both the groups regarding of Commerce and Science STC students.
5.4. IMPLICATIONS OF THE STUDY;

Any research effort, what so ever it may be, can be said to be worthwhile, if it emanates some important educational implication. The present study is a humble attempt in this direction. The results of the present study clearly reveal that the phenomenon of stress among STC students is quite different. The students' responses indicate the presence of varied pressure on them. This study has some implication for the educational world. This is clear from finding of the present study that psychological stress adversely associated with achievement of English students. The findings of the present study may be utilized in following ways:

5.5. SUGGESTIONS FOR EDUCATIONAL INSTITUTIONS;

Findings of the present study will be beneficial to the principals and school managers. As a strategy following may be the implications for administrative of the institutions.

1. Books and learning material should be provided to the students according to syllabus.
2. Institutions may provide interactive and effective learning materials to reduce stress.
3. Date of examination should be declared in the beginning of the academic session and should not be changed unless it is necessary.
4. Question paper must be according to the mental level of examinees. More time may be given to the slow writers because it is an achievement test rather than speed test of placement test.
5. Institutions can provide guidance and counseling programs to reduce stress of students. Guide of counselor can provide educational and vocational guidance.
6. Number of options to choose the subjects according to their abilities and interest should be available for the students at higher secondary level.
7. Since we are living in fast changing society, therefore, text Books should be revised within every three of five years on the basis of feedback received from students, teachers, educators, parents and other persons.

8. Curriculum load may be reduced if the teachers, community, students, parents and educationists feel so.

9. School examination should be conducted in pleasant environment, more learner-friendly and according to convenience of the learner.

10. To reduce tension of examination and achievement, grading system may be implemented in place of marking system.

11. Curriculum transaction is also an important factor in students' stress. Therefore, school administration can provide psychological and scientific basis of curriculum transaction program.

12. To care students health, a doctor or many doctors should be appointed on regular/ temporary/ contract basis according to the need and economy of the institutions.

13. This is the responsibility of principal and management that they diagnose special students (gifted and disabled learners) and provide learning facilities according to their abilities and speed. This can play significant role in reduction of students' stress.

14. Communication problem is also an important aspect of stress among students. Therefore, this is the responsibility of school administration to provide a good language teacher who can able in development of communication ability and personality, and thereby reduce stress related to communication problems.

15. Due to bad home and family environment students face more stress and they could not achieve their goals according to their own abilities which cause stress in students.

16. School administration can create an environment in such a way that students should be involved in the various activities and also be able to take up leadership roles like class prefect, program organizer, etc. These activities should be organized in such a way that students do not feel isolated from the mainstream.
17. Since stress of some students were found very high; therefore, school administrations of such types of institutions should adapt diagnostic and remedial approach to reduce stress of their students.

5.6. SUGGESTIONS FOR ENGLISH TEACHERS

Findings of the present study indicate that psychological stress dimensions content in English, English teachers, workload in English and examination and achievement are negatively associated with achievement of English students. These dimensions of psychological stress are directly related to English teachers, therefore, English teachers can take necessary actions in following directions.

1. English teachers systematically as per the academic calendar should complete the syllabus.
2. After completion of the syllabus, revision of the syllabus by English teachers may be helpful in reducing stress.
3. During teaching and giving home task teachers should care mental ability and interest of the students.
4. Teaching English in interesting and effective way by English teacher may be helpful in reducing stress.
5. The English can use problem solving and other modern methods of teaching, models of teaching and techniques for the purpose of development of understanding of concepts of students in easy and effective way.
6. English teachers’ behavior should be proper and familiar with their science students.
7. The style of question paper of English subject should be discussed in the classroom.
8. Teachers must be available in the school for solving the students' problems during leisure periods and holidays.
9. Style of learning, Skills of better time management and preparation during studies and examination may be developed among students.
10. Teachers should provide good reference and learning materials related to specific and difficult concepts in English.

**5.7. SUGGESTIONS FOR PARENTS**

Findings of the present study indicate that psychological stress dimensions home and family environment is negatively associated with achievement of science students. Therefore, parents can take necessary actions in following directions.

1. Parent’s expectations should be in the light of their child's abilities and capabilities.
2. Parents should not compel their children to learn subject matter according to their choice. They should free their children to select the discipline. Parents can guide in selecting particular subjects for learning, but they should not press to choose.
3. Parents should not make comparison between their own children or the classmates of their children.
4. Parents should accept their children as they are. They should not be more ambitious about their performance, beyond their abilities and capabilities.
5. Extra academic support should be managed by the parents to reduce stress of their children.
6. Parents should create learning environment in house.
7. In case of failure or low achievement, parents should not blame the children. In this situation parents should motivate their children to learn according to the different strategies and to do hard work.
8. Parents should encourage and be supportive in the studies of the children.
9. Parents should be aware about their children's health. They must discourage junk food and caffeine like coffee, coke and tea during exam time. Balanced diet should be provided to the students throughout the year.
10. Daily learning schedule of the child should not be disturbed or changed by their parents, particularly in examination days.
11. Parents should allow their children to avail facilities like T.V., telephone etc. for limited time.

5.8. SUGGESTIONS FOR TEACHER EDUCATORS AND RESEARCHERS;

Teacher is the key person for the inculcation of the stress controlling programs. Teacher should be properly trained for this task; preparation of teachers is main task of teacher educators. Therefore, teacher educators can necessary action in following directions.

1. Teacher educators can train the perspective English teachers in different methods of managing and controlling stress of S.T.C students.
2. Teacher educators can train the perspective English teachers in different methods of developing motivational aspects and thereby controlling stress.
3. Teacher educators can train the perspective teachers to use various methods, models, techniques, strategies, tactics and maxims for easy and effective communications or instruction which will be useful in reducing stress related to curriculum transaction.
4. Teacher educator can train the perspective teachers in such way that they will become expert in giving home or class work according to the abilities and interest of students.
5. This is the responsibility of teacher educators and researcher in the field of education that they can search various methods of controlling psychological stress of senior secondary school students.
6. Teacher educator and researchers should diagnose various causes of psychological stress among students and then its remedial aspects.
5.9. SUGGESTIONS FOR CURRICULUM PLANNERS;

Finding of the present study will be beneficial for curriculum planners. Curriculum planners should take into account the following points in developing curriculum for S.T.C students.

1. Curriculum planners should remember main principles during curriculum construction.
2. Curriculum planners should invite views of teachers of trainees before the construction of final curriculum.
3. Before applying new curriculum in S.T.C College should be trained of refresh for new situations. Without refreshing teachers, curriculum would be cause of stress not only for the students but also for the teachers.

5.10 SUGGESTIONS FOR FURTHER RESEARCHES;

It always happens after a research is completed that certain gaps and lapses are noticed during the process of investigation which for unavoidable reasons cannot be removed or improved at that time. Similarly, certain new insights are born in the mind of the researcher which may go a long way in improving the quality of future researches in that area. All these are discussed in the following paragraphs.

1. The present study was confined to the students of S.T.C College Jaipur city province. Obviously, the results obtained can be applicable to only this population. This population cannot be considered as the representative of any other or larger population. In order to have results, which have larger and wider scope, should be brought under research by future research. The study may be repeated in several other areas. If other researchers also obtain the same results, the credibility of the findings may increase.
2. Again, the study may be conducted in future at other levels of education. Research in future may be conducted at primary and higher levels of education. It may be of great interest to make comparison of findings at different levels of education.

3. The present study was confined to the students of English stream at S.T.C. level. In future, the study may be conducted on the students of other streams like engineering, medical, management and physical education etc. Students of different steams can also be compared on psychological stress.

4. It is also suggested that some more variables not studied in the present study may also be brought under research in future. Some more psychological theories may be utilized for identifying the other dimensions of psychological stress.

5. Since the present study revealed a paucity of tools in this area, development of appropriate tools could be another line of investigation.

6. Studies focusing on the other variables in relation to psychological stress may also be attempted.

7. The policy perspective in relation to English Subject may be studied in order to explore possible causes of stress.

8. Another interesting area of research may be to study the different coping strategies used by the students.

9. This research work can be conducted on other level courses related to teacher training.

10. Research can be done on other technical and non-technical courses.

11. Research can be conducted on other places of Rajasthan and India.

12. Research can be conducted backward areas of Rajasthan and India.

13. Further studies can be conducted on other languages.
14. The affect of stress can be studied on other academic and non-academic areas.

15. A study can be taken to explore the impact of stress on adjustment of STC students.

16. Academic Achievement can be studied on the basis of Socio economic status of STC trainees.

17. Study may be conducted on B.Ed trainees.