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CHAPTER V

SUMMARY AND CONCLUSIONS

5.1 INTRODUCTION

Adolescence is a period which is full of pressure, stress, strain, storm and strife. Students at this stage are under a lot of stress. There are multiple causes of stress viz. biological, psychological and demographic in nature. Stress has negative impact on both cognitive and non-cognitive abilities of the students. It has an adverse effect on the personality of the students. It is very essential to identify the students under stress and also to see the effect of stress on psychological and sociological makeup of the students. So academic, social and emotional stress have been taken as the main variables to be focused upon to see their relationship with academic achievement and personality traits of adolescents.

The primary concern and the most important goal of education is achievement of pupils despite many varied statements about the aims of education. Academic achievement plays an important role in the life of a child. High academic achievement in school builds self esteem and self confidence which leads to better adjustment with the group. The greatness of a school depends on the quality and quantity of scholars and intellectual robots it produces. Its brilliant academic records are deemed to be the most widely used index of its worth and success. So academic achievement is also considered to be one of the main areas of educational research by the researchers. The term 'academic' means institutional system of formal education within school, college or university. 'Achievement' means successful accomplishment or performance in a particular area or areas.

Hurlocks (1980) defines academic achievement as scores obtained in the annual examinations. It is measured and assessed through the
status or level of person's skill, the range and depth of his knowledge or his proficiency in a designed area of learning or behaviours. It is measured and assessed by achievement tests and compared to the set norms to evaluate an individual's performance. These tests may be created or standardized.

Achievement encompasses student ability and performance, it is multi-dimensional; it is intricately related to human growth and physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels, through a student’s life in school and into post secondary year and working life.

According to Random House Webster's College Thesaurus (1997), academic achievement means those qualities or attributes or characteristics or traits of an individual which contribute to or have a direct bearing or effect or influence on the accomplishment or proficiency of performance pertaining to any activity scholastic in nature or any scholarly activity.

In the literal sense of the term, academic achievement is the combination of two words academic and achievement that implies “scholarly accomplishment.” According to Oxford Advanced Learner’s Dictionary (2000), “academic achievement refers to the degree or level of success or that of proficiency attained in some specific areas concerning scholastic or academic work”.

Kumari (2001) defined academic achievement as the sum total of information gained after completing a course of instruction (partially or fully) in a particular grade that he has obtained on an achievement test.

Thus, there are various aspects of the concept of academic achievement which has a great bearing on the personality of a student. From an early age, a sense of achievement is a source of good feeling and self-esteem and failure is a source of anger and self-reproach. Academic achievement may be defined as a measure of knowledge, understanding of skills in a specified subject or group of subjects. The academic
achievement refers to achievement in a separate subject or total scores of several subjects combined. Hence, academic achievement is concerned with the quantity and quality of learning attained in a subject or group of subjects, after a period of instructions.

Academic Achievement is not uniformly or evenly, distributed in the general population. Traditionally, we refer to a student as being a high, low or average achiever, on the basis of his performance in the achievement test or the grades that student receives from his teacher. Besides the wide variance in the recorded performance between students' subjectivity and preference for different subjects also gets reflected in the performance of the same student in the different subjects. Even when equal opportunities are provided there is no equality in performance and achievement. Achievement refers to accomplishment. It signifies successfully carried out performance by an individual or a group as assessed after the completion of a task whether it be academic, manual, personal, social or extra-curricular.

The fundamental assumptions of psychology made it necessary to measure academic achievement. Firstly, there are differences within the individual from time to time known as behaviour oscillation i.e. academic achievement of the same individual differs from time to time, from one class to another and from one educational level to another. Secondly, there are individual differences. Individuals of the same age group, of same grade, usually differ in their potential abilities, academic proficiency whether these are measured by standardized measures of achievement by teacher's grading or by marks obtained in tests and examinations. (Dewan 2003).

The word 'personality' is derived from the Latin word “Persona” which means the mask or dress which the actors used to wear in Greek drama. But it is a narrow concept of ‘personality’ because ‘persona’ is something external in nature and it does not include the inner traits.
Human personality is a complex phenomenon and it can be interpreted differently by different psychologists and authors.

Personality is a person's unique behavioral and cognitive pattern or a person's unique and consistent pattern of thinking, feeling, and acting e.g. some people tend to be shy and introspective while others tend to be outgoing and extrovert.

There have been many attempts to set down in a brief statement what is personality. Some of the definitions of personality are given below:

According to Allport (1966), "Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique characteristic behaviour and thought." "Dynamic organization" emphasizes the fact that personality is constantly developing and changing; although at the same time there is an organization or system that binds together and relates the various components of personality. The term "Psycho-physical" reminds that personality is neither exclusively mental nor exclusively physical. The 'organization' entails the operation of both body and mind, inextricable fused into a personal unity. The word 'determine' makes clear that personality is made up of determining tendencies that play an active role in individuals behaviour. "Personality is something and does something. It is what lies behind specific acts and within the individual." This definition reflects that man's personality is organized which is constantly evolving and changing. Man is both brain and body with the help of which he does something which makes him different from others. Therefore, every human being is unique in time, place, person, adjustment and quality.

Eysenck (1947, 1960 & 1967) on the basis of research and factor analysis put forth a dimensional system of personality which posits three major independent dimensions viz. Extroversion/Introversion (E/I), Neuroticism/Stability (N) and Psychoticism (P). He also proposed a
psychobiological model to parallel these three dimensions (Eysenck 1967, 1981; Eysenck and Eysenck 1985; Mohan 1997, 1998, 1999a, 1999b)

The model is a hierarchical one which conceptualizes that each of the three broad dimensions are subdivided at a lower level into narrower and more specific traits.

Eysenck and Eysenck (1985) reported that each of these personality dimensions include certain subtraits. The sub-traits of three dimensions are:

Extraversion: The sub traits of Extraversion are – sociable, lively, active, assertive, sensation seeking, carefree, dominant, surgent and venturesome.

Neuroticism: The sub-traits of Neuroticism are anxious, depressed, guilty, low self-esteem, tense, irrational, shy, moody and emotional.

Psychoticism: The sub-traits of psychoticism are aggressive, cold, eccentric, impersonal, impulsive, anti-social, unemphatic, creative, and tough minded.

In addition, the Revised Eysenck Personality Questionnaire (EPQ-R) also contains a Lie (Social Desirability) Scale which was first incorporated in Eysenck Personality Inventory (EPI) to measure a tendency on the part of subjects to fake 'good' responses. Now it measures an independent stable factor that possibly denotes some degree of social neivete (Eysenck and Eysenck, 1980).

According to Bee (1985), “The term Personality is one of the slipperiest in all of psychology, may be even worse than the term intelligence. In fact, the two terms have a good deal in common. Both the concepts are designed to help, describe or explain enduring differences in intellectual ability of competence. Personality describes a broader range of individual characteristics mostly having to do with the typical ways each of us interacts with the people and the world around us. Whether we are gregarious or shy, whether we plunge into new things or hold back, whether we are independent or dependent, confident or uncertain
all of these (and many more) are usually thought of as elements of personality."

According to Chauhan (1987), though there is diversity of views with regard to the concept of 'personality' all the psychologists agree on certain common basic characteristics. One basic fact is that personality' is unique. No two individuals, even the identical twins have alike personality. The second basic fact regarding personality is that it is the product of its own functioning. What we do today depends on our accumulated experience of the past. The experiences are accumulated day after day and shape our personality by continuous interaction with external environment. The third common characteristic of most of the definitions is that they stress the need to understand the meaning of individual differences. Personality is what makes individuals unique. It is only through the study of personality that the relevant differences among individuals can be made clear.

Personality is often defined in terms of traits. The behavioral characteristics that are typical of an individual and are unique to them are traits of personality. Traits are consistencies in the characteristic modes of behaviour exhibited by an individual in diverse settings. An individual's personality may be described as an organization of traits.

Personality refers to characteristics that are pervasive and enduring and form a central part of the person's identity (Costa and McCrae 1995).

'Personality' refers to a general style of interacting with the world, especially with other people – whether one is withdrawn or outgoing, excitable or placid, conscientious or careless, kind or stern. A basic assumption of the personality concept is that people do differ from one another in their style of behaviour, in ways that are at least relatively consistent across time and place (Ferguson, 2000).
So we consider personality to be specific behavioural patterns of an individual which reflects his thoughts, attitudes and emotions as he adapts to his life situations.

Stress was first studied in 1896 by Walter B. Cannon (1871-1945). Cannon used an X-ray instrument called fluoroscope to study the digestive system of dogs. He noticed that the digestive process stopped when the dogs were under stress. Stress triggers adrenal hormones in the body and the hormones become unbalanced. Based on these findings, Cannon continued his experimentation and came up with the term homeostasis, a state of equilibrium in the body.

Hobfall (1989) defined stress as a reaction to the environment in which there is (a) the threat of net loss of resources (b) the net loss of resources, (c) a lack of resource gain following the investment of resources. He defined resources as those objects, personal characteristics, conditions or energies that are valued by the individual or that serve as a means for attainment of these objects, personal characteristics, conditions or energies and cites examples of mastery, self esteem, learned resourcefulness, socio-economic status and employment.

Stress has been defined as "the inability to cope with a perceived or real (or imagined) spiritual well being which results in a series of physiological responses and adaptations (Seaward 1997).

Ellis (1999) defined stress as a feeling of tension that is both emotional/physical. It can occur in specific situations. Different people perceive different situations as stressful. Stress management refers to the effort to control and reduce the tension that occurs with a situation that is considered difficult or unmanageable.

Oxford Dictionary of Psychology (2001) described stress as psychological or physical strain or tension generated by physical, emotional, social, economic or occupational circumstances, events or experiences that are difficult to manage or endure.
Hirsch and Joseph (2002) defined stress as a physical factor such as an injury or mental state, anxiety that disturbs the body's normal state of functioning.

According to Cambridge Dictionary of American English (2003) stress is the worry caused by a difficult situation or something that causes this condition.

Thus, stress is an individual's physical and mental reaction to environmental demands or pressure. Stress in humans results from interactions between persons and their environment that are perceived as straining or exceeding their adaptive capacities and threatening well being. The element of perception indicates that human stress responses reflect differences in personality, as well as differences in physical strength or general health.

Stressors among Adolescents: The adolescence is a period which is full of pressure, stress, strain, storm and strife because it is a diversifying stage. Adolescence is a period of transformation from childhood to adulthood. The terms youth, teenager or adolescent have been variously used and defined but broadly to mean a large chunk of humanity which is marching towards the roles full of responsibility. This march is full of dreams, ideas, ambitions, achievement and promise on one side and problems, disillusionments, frustrations, break-downs and stress on the other side.

The first and foremost stress in students is created by parental or family pressure to perform and to stand out among other children. When they cannot rise up to that expectation, or during the process of meeting it, children may suffer from frustration, physical stress, aggression, undesirable complexes, and depression. Students who are under-performers, develop negative traits such as shyness, unfriendliness, jealousy, and may retreat into their own world to become loners.
Because the scope of the present study is limited to three types of stresses only, the following section discusses the three types of stresses in detail:

(i) Academic stress:- Education is the complete development of the individuality of the child. It is a dynamic process through which an individual is helped to unfold his potentialities and change for better knowledge, enlightenment and self realization. From the time of admission to school to the time of leaving, the child is viewed as an achiever. Thus the process of education itself creates in the student educational stress.

Academic stress has become a source of immediate concern, it also contributes to major health hazards, problems both physical and mental, stress related diseases. Academic stress makes a significant contribution to the prediction of subsequent school performance and acts as a negative predictor of academic performance in school children (Endler et al., 1994; Chona 1995).

Life of present day students is quite stressful. According to Bector (1995), a student is caught is a dynamic technological whirlpool and seems to be precariously poised on the brink of disaster. In school situation the pressure may be accountable for individual's success or failure.

The factors like writing term papers, test-anxiety, poor study skills, excessive academic load, professions and classroom environments were reported to be the cause of academic and achievement stress in adolescent students (Edmands 1984; Kagan and Squires, 1984; Archer and Lamnin, 1985).

According to Chrousos and Gold (1992), academic stress is the state of disharmony or threatened homeostasis. Academic stress is anything that imposes an extra demand on child's ability to cope after something that is new and different (Furman, 1995). Hence this kind of
stress i.e. academic stress is an important factor accounting for variation in academic achievement.

The academic stress faced by students these days is perhaps higher than ever before. They are faced with the new situation when they reach school or college and must then struggle to keep up with their new environment. Many students begin to feel worthless. They measure themselves only by academic success. This can distort their perception of reality and cause them to blow things out of proportion. The change in attitude may not even be noticeable to close friends because students who begin to feel overwhelmed and hopeless tend to hide their feelings by immersing themselves in work, because they do not want to seem weak. This feeling of hopelessness can become a big problem in situations where students are expected to perform at a very high caliber for a long period of time (Corey 2004).

Rao (2005) pointed out that especially at the adolescent age, if the demand of the academic stress on the body, physically or mentally, exceeds the persons' ability to cope and if the individuals are not well oriented about coping with stress holistically, they run into risk of mental and physical health problems. The atmosphere of the school and the degree to which the students feel a sense of belonging in the school environment may be the most relevant and important factors affecting the student's academic performance.

(ii) Emotional stress:- Emotions and stress are inextricably entangled: being stressed has bodily as well as emotional implications for human beings. Stress is to be conceived of as bodily phenomenon while incorporating the emotional qualities of human beings. As an outcome of a set of ambiguities, stress is produced in a social setting, but it has immediate bodily effects (Alexander et al. 2002).

Emotional stress is a chemical or emotional event that causes bodily or mental tension. Emotions exist for the purpose of compelling us
to meet our needs. If those particular needs are not fulfilled, a negative emotion is felt leading to emotional stress. At times it so happens in life that one becomes ill in the process of recovering from an emotionally taxing experience. This is basically the body's way of responding to emotional stress. Emotional factors are highly personal. Not all people experience stress in the same way. A type of events or situations may be stressful for one individual, while passing by another individual virtually unnoticed. Prolonged fear, anxiety, anger and tension may all stimulate hormonal responses which when released, alter the metabolic reaction of the body. This increases the nutritional needs of the body for vitamins and minerals.

Studies have indicated that during periods of moderate to extreme stress, more zinc, magnesium, and calcium are lost in the urine. Levels of vitamins A and C, as well as zinc and iron are altered by stress. Under stress, the body also requires more water-soluble vitamins: thiamine (B1), riboflavin (B2), niacin, pyridoxine (B6), and pantothenic acid.

Emotional stress can be of two types:

1) Positive emotional stress: Positive emotional stress can help an individual tap his highest of potentials and achieve success and maturity in life. It adds punch to life and brings that momentum required to increase our competence.

2) Negative emotional stress: Negative emotional stress can intensify existing medical conditions. It harms the body, physically as well as mentally, rather than doing any good. Pessimism breeds negative emotional stress and here the attitude of an individual comes into play. Many events such as family problems, relationship break-ups and also the inability to cope up with the daily demands can cause emotional stress among adolescents.
(iii) **Social stress:** Stress research includes attention to events or conditions that may cause harm and to the responses aroused by those stressful events or conditions. These outcomes include felt distress, disrupted interaction and poorer health. The overall stress process includes both stressful agents and stress outcomes. This process also includes two other major sets of variables: social factors that influence exposure to stressful conditions, and individual and group resources that shape efforts to cope with stressors. The concept of social stress calls attention to both environmental/social demands and individual/family capacities or resources; stress occurs when there is a discrepancy between these capacities and demands. Such stressors can come from external demands on families and family members, or they can arise within family roles themselves. Theoretically a discrepancy can be in either direction: demand could be greater than a person's capacities, or demands could be far below, individual capacities. Thus, restricted opportunities can be at least as stressful as high demands. Researchers call attention to stressors that occur when aspects of the social environment obstruct an individual's ability to attain sought after ends.

Socio-cultural factors have been recognized to be extremely important in causing psychological stress. The change from agricultural to industrial to services society has changed the patterns of social relationships in the society. Basic social cohesion and resilient family system has undergone a change leading to social disintegration which results in broken marriages, neglect of children and a weak network of relationships. Psychological stresses occur through dysfunctional interpersonal relationships. The social change caused by migration, urbanization and industrialization have caused a conflict between traditional roles and the demands of present day life. This role conflict causes stress across all age groups, specially the adolescents. Social networks in adolescence become more fluctuating and significant for the definition of the self. (Eccles et al. 1993)
Forming and maintaining positive peer relationships are important social tasks for all individuals, but especially for adolescents (Inderbitzen, 1994). Young people's success in dealing with these tasks may be assumed to be reflected in satisfaction in the social domain of life, where as failure may lead to loneliness (Nurmi & Salmela-Aro, 1997).

Peer relationships play an increasingly important role in socialization during adolescence. Fuligni and Eccless (1993) and Sletta, Valas, Einar and Sobstad (1996) suggested that peers and peer-oriented activities become more important to the individual during this period. Peer relationships, especially the poor ones, have been the focus of several studies over the years. Poor peer relationships were found to be associated with unsatisfactory developmental outcomes such as feelings of loneliness, social anxiety, distress, and low academic achievement (Asher & Wheeleer, 1985; Crick & Ladd, 1993; Parkhurst & Asher, 1992; Wentzel, 1991). Poor peer relationships are also considered a risk factor for children's subsequent personal adjustment in several domains, such as dropping out of school, juvenile delinquency, adult criminality and adult psychopathology (Kupersmidt, Cole & Dodge, 1990; Parker & Asher, 1987).

Much of the research conducted in this area has been concerned with the behavioral, social and cognitive and self-perception correlates of acceptance or rejection by the peer group (Asher & Cole, 1990).

5.2 STATEMENT OF THE PROBLEM

**ACADEMIC ACHIEVEMENT AND PERSONALITY OF ADOLESCENTS IN RELATION TO ACADEMIC, EMOTIONAL AND SOCIAL STRESS**

5.3 DELIMITATIONS OF THE STUDY

Delimitations are the boundaries of a study. A research worker has to delimit the study with regard to different aspects as variables, area, size of sample, etc. due to limitation of time, energy and resources.
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Keeping in view all these things the investigator delimited the work as given ahead:

(i) The study was restricted to the Xth Class students only.
(ii) The study was delimited to Government Model Schools located in Chandigarh only.
(iii) The study was delimited to both boys and girls of adolescent age.
(iv) Only three kinds of stresses i.e. academic, emotional and social stress were studied.

5.4 OBJECTIVES OF THE STUDY

The objectives of the present study were:

1. To study the relationship between academic stress and academic achievement of adolescents.
2. To study the relationship between academic stress and personality of adolescents.
3. To study the relationship between emotional stress and academic achievement of adolescents.
4. To study the relationship between emotional stress and personality of adolescents.
5. To study the relationship between social stress and academic achievement of adolescents.
6. To study the relationship between social stress and personality of adolescents.

5.5 HYPOTHESES OF THE STUDY

As per the objectives of the study, the present study was undertaken on the basis of the following hypotheses:

H1O There is no relationship between academic stress and academic achievement of adolescents.
H2O There is no relationship between academic stress and personality of adolescents.
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H₃O There is no relationship between emotional stress and academic achievement of adolescents.

H₄O There is no relationship between emotional stress and personality of adolescents.

H₅O There is no relationship between social stress and academic achievement of adolescents.

H₆O There is no relationship between social stress and personality of adolescents.

5.6 SAMPLE OF THE STUDY

The sample of the present study were both female and male students (N=350) studying in Xth class in Government Model Schools of Chandigarh.

5.7 DESIGN OF THE STUDY

The method of investigation used to conduct the present study is essentially descriptive survey method. Descriptive research describes and interprets the existing conditions. Descriptive survey is not mere gathering of data and tabulation but goes beyond to interpret the meaning and significance of what is described. It besides describing, often compares the existing evidence thereby involving measurements, classifications, interpretations and evaluations.

5.8 TOOLS USED

In the present study the following tools were used:-

1. A self constructed questionnaire to measure the Emotional Stress of Students.

2. Bisht Battery of Stress Scales to measure Academic and Social Stress of Students (Bisht 1987).
3. Eysenck’s Personality Questionnaire – R by Eysenck (Eysenck 1980).

4. Academic Achievement (For this annual marks of each student of the previous year were taken into consideration)

5.9 PROCEDURE OF THE STUDY

Before the collection of data, permission of the concerned heads of the institutions was sought and timings were fixed with the class in-charge teachers.

After having finalized the research tools, data collection for the final stage of the study was undertaken on a sample of 350 students, both males and females from the Government Model Schools of Chandigarh. The schools in which tests were to be administered had been given prior information. The schedule was fixed. All the research tools namely Bisht Battery of Stress Scales, Eysenck’s Personality Questionnaire and Emotional Stress Rating Scale were administered personally by the investigator herself. As the tests were lengthy, therefore these were administered one after the other with some recurrent break in two sessions spread over a period of 1-2 days for each school.

Rapport was established with the subjects by seeking brief introduction and talking to them informally on the importance of the study. All the possible efforts were made to make the students feel at ease and respond to the various tests with full concentration. All their queries were answered so as to satisfy their curiosity and motivate them to answer the questionnaires carefully. The students were told that the data collected would be kept confidential. This ensured them freedom of expression for expressing their opinions.

Out of 350 students selected for the study, response sheets of only 320 were found effective and remaining 30 students were dropped due to their incomplete responses on one or the other test.
5.10 STATISTICAL TECHNIQUES USED

To arrive at certain conclusions regarding the hypotheses advanced in the present investigation, the following statistical tools for the analysis of data were employed:

1. Descriptive Statistical Techniques such as means, standard deviation were used to see the nature and distribution of scores on various variables.
2. Chi Square was used to see the relationship between the independent and the dependent variables.
3. Graphical techniques have been used for descriptive analysis and visual perception of the data.

5.11 FINDINGS OF THE STUDY

This study aimed to investigate the importance of academic achievement and personality of adolescents in relation to academic, emotional and social stress.

Findings from the past research have suggested that a greater emphasis on academic achievement would heighten the stress of high school students (Crystal et al. 1994). Poor academic performance may be either the cause or the effect of academic stress (Windle & Windle 1996). Kaplan et al. (2005) found that early adolescent school related stress both independently and in interaction with high academic expectations negatively affected academic performance three years later. The results of the present study found no support for these propositions. The analyses showed that academic stress has no direct relationship with academic achievement for the participants in this study (proportionally these were greater number of males participating in this study, which might be a reason why less stressed as per the findings of Staempfi(2007). This finding is in line with the study by Rafidah et al. (2009). The results of this study indicate that the students experienced stress but at a moderate level. The correlation was not statistically
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significant between the level of stress with the academic performance of the students.

In general, it is argued that academic stress may usually cause psychological, physical and behavioral problems affecting the personality of the adolescents. There were deteriorations in regulatory behaviors of the adolescents at exam time due to academic stress (Oaten & Ken 2006, Luria et al. 2009). The results from the present study do not support this trend. Academic stress was not found to have any significant direct association with personality.

The findings of the present study suggested that the relationship between emotional stress and academic achievement was not found to be statistically significant at 0.05 level of confidence. It suggests that emotional stress and academic achievement do not correspond to each other. This finding is in line with the study by Petrie et al. (1995) and Barchard (2003). The results of these studies also show that the psychosocial variables of life i.e. emotional and social stress were unrelated to academic achievement. In terms of emotional stress and academic achievement, these findings differ from previous studies that have found inverse relationship between emotional stress and academic achievement. Emotional stress significantly influence academic achievement as found in various research studies (Mary & Gregory 2003, Bernard 2006, Aviles et al. 2006, Denham 2006, Merrell et al. 2007, Sosa et al. 2010).

The results obtained in the present study regarding the relationship of emotional stress and personality showed that there is no relationship between personality and emotional stress. This finding supported the findings of Barchard (2003) that shows no relationship exists between emotional stress and personality. None of the measures of emotional stress showed incremental predictive validity for academic success over and above cognitive and personality variables. Contrary to the results obtained in this study, there are studies which show that
emotional stress in adolescents affects the personality or vice versa. Individuals with high N (Neuroticism) personality factor find it difficult to cope with emotional stress and their reactions are more hostile. High N individuals tend to experience interpersonal stress. (Luria, 2009) Emotional stress may usually cause psychological, physical, and behavioral problems among students (Kai-Wen 2009).

The findings of this study also suggested that there exists no relationship between social stress and academic achievement. It suggests that social stress and academic achievement do not correspond to each other. The results are similar to the results found by Petrie et al. (1995). This study shows that the psycho-social variables of life i.e. social and emotional stress were unrelated to academic achievement. The results obtained in the present study differ from the previous studies which show that social stress had a strong positive impact on academic achievement (Caprara et al. 2000). Cynthia (2001) investigated the adaptation of Chinese migrant adolescents in Australia and Canada, in terms of their academic achievement. The results suggested that academic achievement in the host society was influenced by social stress. Limited development of social-emotional skills which leads to social stress has been associated with poor performance in school.

Over the period of time considerable research has supported the idea that a positive correlation exists between social stress and personality. Findings from the past research have suggested that the experience of stressful social life events could have negative consequences on the personality of the adolescents. Bending to social stress, personality of the youth relapsed. There exists relationship between personality factors and vulnerability to stress.( De Anda et al. 1997, Wesley & Courtney 1999, Malik & Rehman 2000, Ansari et al. 2001, Calicchia 2006). The results from the present study do not support this trend. Social stress was not found to have any significant direct association with personality. The results of this study provide additional
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support to study by Viglione and Exner (1983) which shows that personality is not affected by social stress. Such stress although empirically relevant in other contexts does not exert a demonstrable affect on the personality of the normal subjects.

5.12 EDUCATIONAL IMPLICATIONS OF THE STUDY

Findings of the present research are not only useful to researchers in terms of future research but the findings have application to school practices, parents, teachers and peers of the adolescents.

Emotions play a significant role in directing and shaping our behavior and personality. Whatever they may be, the form, frequency and intensity of our emotional experience can be categorized into two heads—positive and negative emotions and the learning of their expression in a reasonable way is quite essential for our own and social well being. Serious efforts should be made for the development of these emotions from early childhood among the human beings. Proper efforts should be made for training of emotions and developing proper emotional intelligence among adolescents so that they remain free from emotional stress.

Efforts should be made to create congenial environment in home and school. Adolescents should be provided guidance oriented teaching learning situations. If possible school should have guidance corner/counselor to solve problems of adolescents who are under academic, emotional and social stress.

Teachers should be careful in labeling a student failure since, it may have a bad impact on the performance of the students. Students should be taught failure tolerance and to overcome fear in the school situation. Teachers and parents should avoid threats that may cause academic, emotional and social stress among adolescents.

Curriculum of schools need to be re-evaluated. Along with the cognitive and conative domain, affective domain of the personality should
be taken care of. Administrators and teachers should implement suitable activities in the school to increase the level of academic achievement of the students. Efforts should be made to have better interaction between teachers and students so that the students can get counseling for personal, academic, emotional and social problems.

Parents should try to provide congenial home environment to their children as it has a definite impact on the personality and academic achievement of the adolescents. They should have knowledge about the emotional and social development of the adolescents in order to help them have a better adjustment in life. Healthy family environment promotes emotional stability, social adjustment, personality integration and increased level of academic achievement in adolescents.

Parents and teachers should promote social interaction especially in less intelligent students in a permissive, healthy climate with acceptance as well as authority, to keep them free from social and emotional stress. This is more necessary for adolescents of Government schools.

Extension programmes for teachers and parents can be planned in a more systematic manner so that social change process could be cultivated more effectively in the school and the family.

5.13 SUGGESTIONS FOR FURTHER RESEARCH
1. A replicate study may be conducted by taking different sample for finding the validity of the present study.
2. The present study was limited to adolescents belonging to Chandigarh. A similar study may be conducted on adolescents of other states.
3. As the present study was delimited to Government Model Schools only, a similar study may be conducted by taking students from different types of schools e.g. Navodaya, Public Schools, Convent Schools and Private Schools.
4. A similar study can be conducted on some other age group like the college students.
5. Cross cultural studies may be taken up in this area.
6. A comparative study of relationship between academic achievement and personality of adolescents can be undertaken.
7. Instead of taking academic, emotional and social stress as in the present study, research can be done on the other types of stresses also e.g. self concept stress, role stress, family stress, financial stress, etc.