Excellence in academic achievement is one of the goals of education. This is sought to be accomplished through continuous research to identify the factors underlying achievement. Psychologists and educationists have long been interested in the field. Many researches have come up with findings, which are highly rewarding since they have a great impact upon curriculum design and practice.

Of the various approaches to this problem, studies involving the Psychology of Cognition have held great promise and have assumed new dimension in the past two decades. This is particularly due to the rigorous investigations which were carried out on the 'Structure of Intellect'. Despite, or rather because of the controversy over intelligence-creativity distinction, psychologists have turned their attention to study academic achievement in relation to these twin factors of cognition. The present study is an attempt in this direction.
I am immensely indebted to my supervisor,
Dr. C.R. Paramesh, A.B. (Duke), A.A., M.Litt.,
Dip.Anthrop. Ph.D., Professor of Psychology, University
of Madras Post-Graduate Centre, Coimbatore for his
valuable guideance and sustained interest in seeing
through the completion of my work.

I express my sincere thanks to the Director of
Collegiate Education, Madras for according me permission
to carry out my research.

I thank the Head Masters of Sri Ramakrishna
Mission High School, Madras, M.Ct. Muthiah Chettiar
High School, Madras, Hindu High School, Madras,
Kellet High School, Madras, Muslim High School, Madras
and Muthialpet High School, Madras for the permission
accorded and the facilities extended to me for carrying
out my study in their respective schools. I am
also thankful to the many teachers who extended their
wholehearted cooperation in my endeavour. Last but
not the least I am grateful to the pupils who
participated in this investigation.

Madras,
July, 1976

A. ABDUL KAREEM