1.4 Discussion and conclusion

Pandey.A.K. A study made on divergent thinking in relation to scholastic achievement and the finding is, there was a significant relationship between divergent thinking and scholastic pattern. Chandha.N.K conducted a study on creativity, intelligence and scholastic achievement and findings are co-relation was positive and significant between creativity and IQ, creativity and scholastic achievement, and intelligence and scholastic achievement. Thilagavathi.T conducted a study made on academic achievement in relation to intelligence, creativity and anxiety. And finding is the higher achievers secured comparatively higher mean score than the average and low achievers in creativity.

From the present study it may be concluded that there is significant relationship between scholastic achievement and divergent production ability, between scholastic achievement and creativity, between scholastic achievement and intelligence and between scholastic achievement and achievement motivation. But the study reveals that majority of the students are placed in ‘Average level’ with respect to scholastic achievement. A huge amount of work and efforts awaits us in order to raise level of scholastic achievement. It is empirically established fact that there exists a vital link between the scholastic achievement and quality of
life and education. The quality of education determines the future of any social system.

In order to make the educational process as a creative process and dynamic the following some principles suggested to govern the future educational programmes,

- The development of creative power is a major objective of the school.
- Teaching is directed to the development of divergent thinking process.
- Difference between creative and critical thinking are recognized and teaching is directed to develop both.
- All the areas of the curriculum are regarded as instruments to develop divergent thinking, creativity, intelligence and motivated themselves.
- Skills of constructive criticism are developed.
- Open minded learning situations are employed.
- Provision is made for learning many facts and skills in new, on going situations.
- Teaching is success rather than failure oriented.

Thus an educational system consists of many parts. It includes such diverse items as textbook, curricula, teaching methods, libraries, evaluation procedures, promotion policies, buildings and finances but all are intended to serve one purpose, namely facilitating the optimal growth and development of the students.

6.5 Suggestions for further study
- The present study can be applied to the students of other medium students also that are English, Hindi, Marathi, and Telugu etc.
- The correlation of scholastic achievement with other related variables can be studied.
- Further study can be conducted taking VIII and X students also.
- More elaborate studies taking all age groups starting from pre-primary to college level may be conducted to trace out the developmental trends of scholastic achievement with age.
- The study of scholastic achievement of training students can also be studied.
- India is multi-cultural, multi-racial and multi-lingual country. The impact of difference in cultures and races on the scholastic achievement of the children can be studied.
- The academic achievement of the teacher and its effect on the achievement of students can be further studied.