SUMMARY
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INTRODUCTION

Nations are built by the imagination and untiring efforts of generations. The role of education in the development of a nation has been considered so vital that no nation can afford to ignore it, be it a developing country or developed country. That is why there is social demand for education. It is clarity of national vision that constantly drives people toward attaining those goals. So as to realize this vision of developed India, contribution and participation of all sections of the society should be needed including Elementary School Children. India should become a developed nation by 2020. So what does this developed status mean in terms of the common man? It means the major transformation of our national economy to make it one of the largest economies in the world where the countrymen live well above the poverty line, their health and education are of high standard, national security reasonably assured, competent to export quality products and thereby bringing all round prosperity for the countrymen. So as to realize this vision of developed India, contributions of privileged sections of the society are not sufficient, the participation of deprived section of the society is also warranted. And to bring them into the mainstream we are to impart them with proper education, which is the only catalyst for development.

Education enriches a society, as it is the potent instrument for the achievement of ideals of life and
civilized attempt to bring out the natural, harmonious and progressive development of human personality. It is only with the help of education that we can sensitize people about social needs and prepare a work force who can contribute to social and natural development.

The welfare and development of children is a matter of paramount importance to any nation, is quite self evident. Yet an attempt to review the actions initiated towards this reveals that in general it has been a story of long neglect in almost all parts of the world. In fact, some concrete actions in this regard seem to have been initiated only during the beginning of this century. The United Nations Declaration of the Rights of Children represents a major landmark creating a moral pressure on the part of the signatory countries to protect the rights and interest of the children. The worldwide deliberations during the year 1979 which was declared as the International Year of the Child brought into sharper focus the problems of children, their welfare and development.

In India, concern for the welfare and development of children was expressed explicitly in the constitution of the country by making education of all children up to 14 years of age a state obligation, prohibition child labour, exploitation and so on. In 1960, the Government of India enacted legislation for the protection, welfare and development of children through the Central Children Act.

**JUSTIFICATION OF THE STUDY**

The present day man has attained the status of E-
civilization. The world scenario is changing rapidly. If we keep ourselves restricted to our social conventions and traditions, we cannot march ahead with other nations. Our progress will remain stagnant and our vision of a developed India will remain unfulfilled. So far as the progress of a nation is concerned, the active participation of its all citizens in the development plans of a nation is essential. So participation of all sections of the society is warranted to lead the nation ahead. Therefore, even the elementary school children should also be involved so that they can participate and contribute their in building a developed India. But, it has been seen that these groups fail to make any significant participation and worthwhile contribution in the developmental process due to various factors, which need to be investigated. The present scenario of elementary school children shows a picture of uneven development in terms of educational growth as well as in other important indicators of vibrant economy, e.g. power generation, extent of use of updated technology in the field of education, small industry sector, communication sector, infrastructure development, awareness regarding burning problems of nation etc. Recently, there is emphasis on providing all possible facilities to these groups by making even share special provisions for them so that they can join hands and come at par with the non-elementary school groups. But what remains to be seen is whether the educational programmes of the school in a given state which are primarily modeled by predominant culture of the state is suited to the elementary school children or not.
The experts who plan the educational programmes, either at the state or in the states, belong to urban middle class and they hardly appreciate the viewpoint of the functionaries who are serving at the grassroots communities of the undeveloped rural areas. It is a matter of great concern as the elementary school children still leading a primitive life.

The elementary school children of govt. schools are psychologically alienated. They may not have proper stimulating home environment to flower their inherent abilities and aptitudes. They may have higher level of intelligence in comparison to other students. Yet their educational achievement may be much poorer than that of others, because they do not have higher aspiration and stronger degree of achievement motivation. Moreover, they are born and brought up in a different social setup and their abilities may be latent and we need to nourish and develop the same. In this regard, the policy planners and the educational experts need to be well versed with the elementary school psychology basically with respect to the cognitive and non-cognitive abilities of Elementary School Children so as to find out the etiology of their low academic achievement and to chalk out remedial measures and thus to make them the good citizen of the nation.

If Elementary School Children have possessed low level of achievement motivation, deficient in intelligence and low potential in various aspiration in comparison to non-elementary school children then what measures should be taken for their improvement in all these areas?
On the basis of the findings of these questions, policy planners and government will have a strong base to facilitate educational system for their upliftment.

Elementary education is a critical stage in any scheme of educational reconstruction for the development of societies. The scanning of previous related research studies reveals that very scanty researches have been made on Achievement Motivation, Intelligence and Level Of Aspiration and Socio-Economic Status of Elementary School Children. Though some studies are available on Achievement Motivation and general intelligence, the results are contradictory. Moreover if we do not know the potential level in various Achievement Motivation, Intelligence and Personality Characteristics of the deprived section of our society, we will not be in a better position to adopt various measures to sharpen different dimensions of their personality. Thus the present investigator found the scope to undertake the present study to correlate Scholastic Achievement with Achievement Motivation, Intelligence, Level of Aspiration and Socio-Economic Status of Elementary School Children of Haryana to arrive at substantial conclusions.

STATEMENT OF THE PROBLEM

"SCHOLASTIC ACHIEVEMENT OF ELEMENTARY SCHOOL CHILDREN IN RELATION TO THEIR ACHIEVEMENT MOTIVATION, INTELLIGENCE, LEVEL OF ASPIRATION AND SOCIO-ECONOMIC STATUS"
OPERATIONAL DEFINITION OF THE TERMS USED

a) Achievement Motivation

Achievement motivation is characterized by a desire to attain a high standard of excellence and to accomplish something worthwhile and unique.

b) Intelligence

Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally and to deal effectively with his environment.

c) Level of Aspiration

Level of aspiration is an individual’s expectation or ambition. It refers to the estimate of one’s future performance in a given task.

d) Socio-Economic Status:

Socio-Economic Status implies the ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with the degree of respect, power and influence he wields.

e) Scholastic Achievement:

Scholastic Achievement refers to the learning outcomes of students in various subjects of curriculum in the educational situations. As the sample of the present study comprises class VIII students and therefore, their achievement in the annual examination of class VII is taken as their Scholastic Achievement.
f) Elementary School Children

Elementary School Children refers to those children who are studying in the classes I to VIII of different Govt. schools of Haryana state located in rural and urban area.

VARIABLES INVOLVED IN THE STUDY

Dependent variable
i) Scholastic Achievement

Independent Variables
i) Achievement Motivation
ii) Intelligence
iii) Level of Aspiration
iv) Socio-Economic Status

OBJECTIVES OF THE STUDY

1. To study the relationship between Scholastic Achievement and Achievement Motivation of Elementary School Children.

2. To study the relationship between Scholastic Achievement and Intelligence of Elementary School Children.

3. To study the relationship between Scholastic Achievement and Level of Aspiration of Elementary School Children.

4. To study the relationship between Scholastic Achievement and Socio-Economic Status of Elementary School Children.
5. To study the Scholastic Achievement differentials between different Achievement Motivation groups.

6. To study the Scholastic Achievement differentials between different Intelligence groups.

7. To study the Scholastic Achievement differentials between different Level of Aspiration groups.

8. To study the Scholastic Achievement differentials between different Socio-Economic Status groups.

**HYPOTHESES OF THE STUDY**

On the basis of the objectives of the study, the following hypotheses were framed for investigation:

1 There exists a significant positive relationship between Scholastic Achievement and Achievement Motivation of Elementary School Children.

2 There exists a significant positive relationship between Scholastic Achievement and Intelligence of Elementary School Children.

3 There exists a significant positive relationship between Scholastic Achievement and Level of Aspiration of Elementary School Children.

4 There exists a significant positive relationship between Scholastic Achievement and Socio-Economic Status of Elementary School Children.

5 Elementary School Children with high Achievement Motivation will have higher Scholastic Achievement in comparison to children with low Achievement Motivation.
6 Elementary School Children with high Intelligence will have higher Scholastic Achievement in comparison to children with low Intelligence.

7 Elementary School Children with high Level of Aspiration will have higher Scholastic Achievement in comparison to children with low Level of Aspiration.

8 Elementary School Children with high Socio-Economic Status will have higher Scholastic Achievement in comparison to children with low Socio-Economic Status.

9 There exists a significant difference between girls and boys of Elementary School on Achievement Motivation.

10 There exists a significant difference between girls and boys of Elementary School on Intelligence.

11 There exists a significant difference between girls and boys of Elementary School on Level of Aspiration.

12 There exists a significant difference between girls and boys of Elementary School on Socio-Economic Status.

13 There exists a significant difference between girls and boys of Elementary School on Scholastic Achievement.

14 There exists a significant difference between rural and urban Elementary School Children on Achievement Motivation.

15 There exists a significant difference between rural and urban Elementary School Children on Intelligence.

16 There exists a significant difference between rural and urban Elementary School Children on Level of Aspiration.
There exists a significant difference between rural and urban Elementary School Children on Socio-Economic Status.

There exists a significant difference between rural and urban Elementary School Children on Scholastic Achievement.

DELIMITATIONS OF THE STUDY

1. The study was confined to Elementary School Children of Haryana state only. Further it was confined to selected four districts, i.e., Panipat, Sirsa, Pachkula and Faridabad of Haryana state only.

2. The sample was restricted to 800 Children studying in Govt. School.

3. The study was confined to Children studying in class VIII only.

4. The study was confined to four independent psychological variables, i.e., Achievement Motivation, Intelligence, Level of Aspiration and Socio-Economic Status.

5. To conduct the overall study descriptive survey type research method was adopted.

RESEARCH DESIGN

The following components constituted the format of the investigation.

- Methods of the Study
- Population and Sample of the Study
- Tools Used
• Data Collection
• Techniques used for Data Analysis

METHODS OF THE STUDY

The present study does not deal with the past, nor is concerned with what will happen if certain variables are manipulated and, therefore, it does not use the historical or experimental method. It used survey type descriptive method to study “Scholastic Achievement of Elementary School Children in Relation to their Achievement Motivation, Intelligence, Level of Aspiration and Socio-Economic Status”

POPULATION AND SAMPLE OF THE STUDY

The population for the present study was children studying in the class VIII of Haryana state

TOTAL SAMPLE SIZE = 800 CHILDREN FROM HARYANA STATE OF CLASS-VIII

EAST ZONE WEST ZONE NORTH ZONE SOUTH ZONE
Panipat Sirsa Panchkula Faridabad

DISTRICTS OF HARYANA CHOSEN FOR SAMPLE

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A sample of eight hundred students, four hundred girls from urban and rural schools and four hundred boys from urban and rural schools studying in class VIII were randomly selected from the government schools of four districts which were the representative of whole Haryana state.

**TOOLS USED**

For the collection of data, following tools were used:

(a) Deo-Mohan Achievement Motivation (n-Ach) scale by *Pratibha Deo and Asha Mohan (1990)*

(b) Group Test of General Mental Ability by *Dr. S. Jalota. (1972)*

(c) Level of Aspiration Measure (LOA) by *Dr. M.A. Shah and Dr. Mahesh Bhargava (2005)*

(d) Socio-Economic status scale (SES) by *Upadhya and Saxena (2008)*

(e) Scholastic Achievement *Scores obtained from Annual Examination of class VII children.*

**DATA COLLECTION**

After selecting the sample and deciding the tools and techniques for data collection, arrangements were then made to carry out the administration of tests in the institutions. The investigator visited all the schools personally for the administration of tools and collection of data. The principals were contacted for this purpose in advance. The whole plan of the administration of test was settled with them. After meeting the principals personally,
the investigator settled with them the specific time and date for the administration of the tests. The time for the work was sought during the working hours.

The investigator reached the institution a little before the schedule time and met the teachers through principals. The investigator explained the whole of the programme and purpose of the study to the teachers as well. Seating arrangement was made. The investigator then took charge of the whole class. The investigator instructed the students to do the assignment carefully. Before the students attempted at the tests, instructions were made clear with regard to each test used in the study. They were also informed that their academic result would not be affected as it was only an exercise for research purpose and their responses would be kept strictly confidential. Hence they should be free and frank, honest and sincere in attempting the questions. They were informed the time limit before giving response to questions. The confidence and cooperation of the subjects was secured developing a good rapport with the subjects, and then the tests were administered.

The data was collected in different phases. In the first phase Deo Mohan Achievement Motivation scale was administered. General Mental Ability test was given in the second phase. In third phase Level of Aspiration scale was administered. Socio-Economic Scale was administered in the fourth phase. Thus the tests were administered under proper testing conditions. Then the investigator got the all the tests filled from the respondents.
During the test, the researcher explained the meaning of difficult words to the students from time to time. The researcher was very cautious about omitting questions. Therefore, helped the students and requested them to answer the questions patiently and carefully. The investigator discouraged the tendency to change answers.

In this way, the investigator collected all the tests together and thanked the students and their teachers for their kind cooperation. The same procedure was followed in all the institutions. Further, the academic achievement of students in the previous annual examination i.e. class VII, were taken from the schools record, so as to assess their Scholastic Achievement.

TECHNIQUES USED FOR DATA ANALYSIS

The data obtained from 800 Elementary School Children of class VIII was analyzed with the help of two statistical techniques i.e. Coefficient of Correlation and Critical Ratio ('t' test).

SCORING

The scoring of the above mentioned tests was done strictly according to the scoring procedure given in the manual of the respective test.

MAIN FINDINGS

The statistical data of the study revealed the following main findings.

Findings based on Correlation Analysis

Correlation between Scholastic Achievement and Achievement Motivation

• There was significant positive relationship between
Scholastic Achievement and Achievement Motivation of Elementary School Children. That means the performance of Elementary School Children revealed significant positive relationship with their Achievement Motivation.

- There was significant positive relationship between Scholastic Achievement in Mathematics and Achievement Motivation of Elementary School Children. That means the performance of Elementary School Children in Mathematics revealed significant positive relationship with their Achievement Motivation.

- There was significant positive relationship between Scholastic Achievement in Science and Achievement Motivation of Elementary School Children. That means the performance of Elementary School Children in Science revealed significant positive relationship with their Achievement Motivation.

- There was significant positive relationship between Scholastic Achievement in Hindi and Achievement Motivation of Elementary School Children. That means the performance of Elementary School Children in Hindi revealed significant positive relationship with their Achievement Motivation.

**Correlation between Scholastic Achievement and Intelligence**

- There was significant positive relationship between Scholastic Achievement and Intelligence of Elementary School Children. That means Scholastic Achievement of Elementary School Children revealed significant positive
relationship with their Intelligence.

- There was significant positive relationship between Scholastic Achievement in Mathematics and Intelligence of Elementary School Children. That means the performance of Elementary School Children in Mathematics revealed significant positive relationship with their Intelligence.

- There was significant positive relationship between Scholastic Achievement in Science and Intelligence of Elementary School Children. That means the performance of Elementary School Children in Science revealed significant positive relationship with their Intelligence.

- There was significant positive relationship between Scholastic Achievement in Hindi and Intelligence of Elementary School Children. That means the performance of Elementary School Children in Hindi revealed significant positive relationship with their Intelligence.

**Correlation between Scholastic Achievement and Level of Aspiration**

- There was significant positive relationship between Scholastic Achievement and Level of Aspiration of Elementary School Children. That means Scholastic Achievement of Elementary School Children revealed significant positive relationship with their Level of Aspiration.

- There was significant positive relationship between Scholastic Achievement in Mathematics and Level of
Aspiration of Elementary School Children. That means the performance of Elementary School Children in Mathematics revealed significant positive relationship with their Level of Aspiration.

- There was significant positive relationship between Scholastic Achievement in Science and Level of Aspiration of Elementary School Children. That means the performance of Elementary School Children in Science revealed significant positive relationship with their Level of Aspiration.

- There was significant positive relationship between Scholastic Achievement in Hindi and Level of Aspiration of Elementary School Children. That means the performance of Elementary School Children in Hindi revealed significant positive relationship with their Level of Aspiration.

**Correlation between Scholastic Achievement and Socio-Economic Status**

- There was significant positive relationship between Scholastic Achievement and Socio-Economic Status of Elementary School Children. That means Scholastic Achievement of Elementary School Children revealed significant positive relationship with their Socio-Economic Status.

- There was no significant positive relationship between Scholastic Achievement in Mathematics and Socio-Economic Status of Elementary School Children. That means the performance of Elementary School Children in Mathematics did not show any significant positive
relationship with their Socio-Economic Status.

- There was no significant positive relationship between Scholastic Achievement of Science and Socio-Economic Status of Elementary School Children. That means the performance of Elementary School Children in Science did not reveal any significant positive relationship with their Socio-Economic Status.

- There was no significant positive relationship between Scholastic Achievement in Hindi and Socio-Economic Status of Elementary School Children. That means the performance of Elementary School Children in Hindi did not show any significant positive relationship with their Socio-Economic Status.

**Findings based on Differential Analysis**

**Scholastic Achievement differentials between groups with different Achievement Motivation:**

- There was a significant difference between high and low Achievement Motivation groups of Elementary School Children on Scholastic Achievement. Further, the mean score of high Achievement Motivation group was higher than the low Achievement Motivation group on Scholastic Achievement. It indicated that Elementary School Children with high Achievement Motivation had higher Scholastic Achievement than the low Achievement Motivation group.

- There was significant difference between high and low Achievement Motivation groups of Elementary School Children on Scholastic Achievement in Mathematics.
Further, the mean score of high Achievement Motivation group was higher than the low Achievement Motivation group on Scholastic Achievement in Mathematics. It indicated that Elementary School Children with high Achievement Motivation had higher Scholastic Achievement in Mathematics than the low Achievement Motivation group.

- There was significant difference between high and low Achievement Motivation groups of Elementary School Children on Scholastic Achievement in Science. Further, the mean score of high Achievement Motivation group was higher than the low Achievement Motivation group on Scholastic Achievement in Science. It indicated that Elementary School Children with high Achievement Motivation had higher Scholastic Achievement in Science than the low Achievement Motivation group.

- There was significant difference between high and low Achievement Motivation groups of Elementary School Children on Scholastic Achievement in Hindi. Further, the mean score of high Achievement Motivation group was higher than the low Achievement Motivation group on Scholastic Achievement in Hindi. It indicates that Elementary School Children with high Achievement Motivation had higher Scholastic Achievement in Hindi than the low Achievement Motivation group.

**Scholastic Achievement differentials between different Intelligence groups:**

- There was significant difference between high and low
Intelligence groups of Elementary School Children on Scholastic Achievement. Further, the mean score of high Intelligence group was higher than the low Intelligence group on Scholastic Achievement. It indicated that Elementary School Children with high Intelligence had higher Scholastic Achievement than the low Intelligence group.

- There was significant difference between high and low Intelligence groups of Elementary School Children on Scholastic Achievement in Mathematics. Further, the mean score of high Intelligence group is higher than the low Intelligence group on Scholastic Achievement in Mathematics. It indicates that Elementary School Children with high Intelligence had higher Scholastic Achievement in Mathematics than the low Intelligence group.

- There was significant difference between high and low Intelligence groups of Elementary School Children on Scholastic Achievement in Science. Further, the mean score of high Intelligence group was higher than the low Intelligence group on Scholastic Achievement in Science. It indicated that Elementary School Children with high Intelligence group had higher Scholastic Achievement in Science than the low Intelligence group.

- There was significant difference between high and low Intelligence groups of Elementary School Children on Scholastic Achievement in Hindi. Further, the mean score of high Intelligence group was higher than the low Intelligence group on Scholastic Achievement in Hindi. It indicated that Elementary School Children with high Intelligence had higher Scholastic Achievement in Hindi.
Intelligence had higher Scholastic Achievement in Hindi than the low Intelligence group.

**Scholastic Achievement differentials between different Level of Aspiration groups:**

- There was significant difference between high and low Level of Aspiration groups of Elementary School Children on Scholastic Achievement. Further, the mean score of high Level of Aspiration group was higher than the low Level of Aspiration group on Scholastic Achievement. It indicated that Elementary School Children with high Level of Aspiration had higher Scholastic Achievement than the low Level of Aspiration group.

- There was significant difference between high and low Level of Aspiration groups of Elementary School Children on Scholastic Achievement in Mathematics. Further, the mean score of high Level of Aspiration group was higher than the low Level of Aspiration group on Scholastic Achievement in Mathematics. It indicated that Elementary School Children with high Level of Aspiration had higher Scholastic Achievement in Mathematics than the low Level of Aspiration group.

- There was significant difference between high and low Level of Aspiration groups of Elementary School Children on Scholastic Achievement in Science. Further, the mean score of high Level of Aspiration group was higher than the low Level of Aspiration group on Scholastic Achievement in Science. It indicated that Elementary School Children with high Level of
Aspiration had higher Scholastic Achievement in Science than the low Level of Aspiration group.

- There was significant difference between high and low Level of Aspiration groups of Elementary School Children on Scholastic Achievement in Hindi. Further, the mean score of high Level of Aspiration group was higher than the low Level of Aspiration group on Scholastic Achievement in Hindi. It indicated that Elementary School Children with high Level of Aspiration had higher Scholastic Achievement in Hindi than the low Level of Aspiration group.

**Scholastic Achievement differentials between different Socio-Economic Status groups:**

- There was significant difference between high and low Socio-Economic Status groups of Elementary School Children on Scholastic Achievement. Further, the mean score of high Socio-Economic Status group was higher than the low Socio-Economic Status group on Scholastic Achievement. It indicated that Elementary School Children belonging to high Socio-Economic Status had higher Scholastic Achievement than the low Socio-Economic Status group.

- There was significant difference between high and low Socio-Economic Status groups of Elementary School Children on Scholastic Achievement in Mathematics. Further, the mean score of high Socio-Economic Status group was higher than the low Socio-Economic Status group on Scholastic Achievement in Mathematics. It indicated that Elementary School Children belonging to
high Socio-Economic Status had higher Scholastic Achievement in Mathematics than the low Socio-Economic Status group.

- There was significant difference between high and low a Socio-Economic Status group of Elementary School Children on Scholastic Achievement in Science. Further, the mean score of high Socio-Economic Status group was higher than the low Socio-Economic Status group on Scholastic Achievement in Science. It indicated that Elementary School Children belonging to high Socio-Economic Status had higher Scholastic Achievement in Science than the low Socio-Economic Status group.

- There was significant difference between high and low Socio-Economic Status groups of Elementary School Children on Scholastic Achievement in Hindi. Further, the mean score of high Socio-Economic Status group was higher than the low Socio-Economic Status group on Scholastic Achievement in Hindi. It indicated that Elementary School Children high Socio-Economic Status had higher Scholastic Achievement in Hindi than the low Socio-Economic Status group.

**Differential analysis between Girls and Boys with different Independent Variables**

- No significant difference was found between girls and boys of Elementary School on Achievement Motivation.

- There was no significant difference between girls and boys of Elementary School on Intelligence.

- No significant difference was found between girls and boys of Elementary School on Level of Aspiration.
• There was no significant difference between girls and boys of Elementary School on Socio-Economic Status.

• No significant difference was found between girls and boys of Elementary School on Scholastic Achievement as a whole.

• No significant difference was found between girls and boys of Elementary School on Scholastic Achievement in Mathematics.

• There was no significant difference between girls and boys of Elementary School on Scholastic Achievement in Science.

• No significant difference was found between girls and boys of Elementary School on Scholastic Achievement in Hindi.

**Differential analysis between rural and urban children with different Independent Variables**

• There was significant difference between rural and urban Elementary School Children on Achievement Motivation.

• No significant difference was found between rural and urban Elementary School Children on Intelligence.

• There was no significant difference between rural and urban Elementary School Children on Level of Aspiration.

• No significant difference was found between rural and urban Elementary School Children on Socio-Economic Status.

• There was significant difference between rural and
urban Elementary School Children on Scholastic Achievement as a whole.

- There was significant difference between rural and urban Elementary School Children on Scholastic Achievement in Mathematics.
- Significant difference was found between rural and urban Elementary School Children on Scholastic Achievement in Science.
- There was significant difference between rural and urban Elementary School Children on Scholastic Achievement in Hindi.

EDUCATIONAL IMPLICATIONS

The most outstanding characteristics of any research is that, it must contribute something new to the development of the area concerned. The present piece of research has its implications for teachers working at elementary level, the policy planners, the curriculum framers and the parents.

In the present study, it has been found that there is a positive relationship between Scholastic Achievement and Achievement Motivation, Intelligence, Level of Aspiration and Socio-Economic Status of Elementary School Children. With regard to upgrade the level of the Achievement Motivation of Elementary School Children, the following suggestions can be made.

- The teachers should make clear, the importance of achievement motive in life by means of telling the stories of great personalities and their achievement from
every walks of life. The life stories of successful personalities of their local community can be included in the syllabus so as to boost their level of achievement motivation.

- The achievement motivation can be developed among children in school itself by designing special curriculums and this seeks attention in view of the educational needs of the country.

- The teachers should make them understand the aims and objectives of schooling and provide conducive environment in the school and outside the school so that they may develop higher level of motive.

- The teachers' attitude and enthusiasms will create better environment for achievement motivation in Elementary School Children.

- Qualified and good teachers belonging to same locality should be appointed so that they may understand the difficulties faced by the elementary students and moreover they will not hesitate to talk about their problems to the teachers.

- Self-study should be encouraged and emphasized. The teachers should ask the students to keep the record of their progress towards their set goals.

- The teachers should make an effort to develop a conducive social climate in the class so that every student should feel that he/she belongs to a group.

Further, the findings of the present study revealed that there was a significant positive relationship between
Scholastic Achievement and Intelligence of Elementary School Children. With regard to the development of the intelligence of the elementary school children up to their fullest extent the following suggestions can be forwarded.

- Learning should be in accordance with the abilities, rate of development, purposes and capacities of the students.

- Conducive environmental experiences and opportunities should be provided to the students to widen their cognitive structure and nourish their mental abilities.

- The Elementary School Children are somehow late bloomers. They take longer period of time to unfold their all mental faculties, and it is very urgent for the schools to keep the road open and for the teachers to have patience and come to the help of the elementary school children also.

- While delivering the lessons, the teachers should keep in mind individual differences among the students.

- They should collect information about the family atmosphere and values at home and moreover a clear picture of family background so as to understand their development and readiness for learning.

- The teachers should assist the students to use new concepts and skills on a continual basis.

- Teachers should encourage the elementary school children to achieve maturity level quickly so that they may be able to take up responsibilities. Such maturity
will enhance and sharpen intellectual potentialities of the students.

Again, there is a significant positive relationship between Scholastic Achievement and Level of Aspiration among Elementary School Children. So, it can be suggested that, all the concerned authorities should keep in mind the following points so as to develop the Aspiration level of Elementary School Children.

- Emphasizing the teachers to improve the communication skills with latest audio-visual aids so that student’s aspiration level is stimulated.

- Counsel the students not to bother about family disputes and problems but to concentrate on their career and future perspective which will enhance their aspiration level.

- Provide the work, achievement done by the successful person of the world to enhance the level of aspiration among students.

- Encouraging the students to do actively and to maximum utilize their potentialities.

- Curriculum should be community need based that will generate interest of the students in learning process.

- Bringing awareness among the parents of students about the psychological traits of their wards. This type of parents-teachers link will sensitize the parents to provide more attention, co-operation and facilities for their children which will be fruitful to improve their
aspiration level.

If we look the findings related to the relationship between Scholastic Achievement and Socio-Economic Status of Elementary School Children, it was found that there is a significant positive relationship between Scholastic Achievement and Socio-Economic Status of Elementary School Children. So, it can be suggested that:

- Parents should never compromise with the education of their children.
- Awareness programme regarding education should be organized to enhance the literacy rate among the parents.
- The school should organize parents-teacher meeting regularly to create interest among the parents about the education of their children.
- Positive attitude towards education should be developed among the parents, so that they can earn more to educate their children.

But the present study does not demonstrate a significant difference or relationship among the Elementary School Children belonging to different Socio-Economic Status in Relation to their Scholastic Achievement. In some instance high Socio-Economic Status Children showed better Scholastic Achievement than the Low Socio-Economic Status Children. So, it is suggested that:

- Children belonging from the low socio-economic status families need special attention from their teachers and parents.
- Children at an appropriate age level are to be sent to pre-primary school and teachers at elementary level can
adopt remedial teaching practices for such children at school.

- Parents should be aware of the importance of education for their wards.

**SUGGESTION FOR FURTHER RESEARCH**

Following suggestions can be considered for further research investigation.

- The present study was confined to four districts i.e. Panipat, Sirsa, Panchkula and Faridabad of Haryana State. Similar study can be undertaken in other parts of the states/country.

- This study was confined to govt. schools only. Study of same type can be taken up on private and aided schools of Haryana also.

- The study was delimited to four independent psychological variables i.e. Achievement Motivation, Intelligence, level of Aspiration and Socio-Economic Status. Similar study can be geared up on other psychological dimensions like, creativity, interest pattern, attitude and aptitude in different branches of study, and so on.

- The present study was a survey type descriptive one, experimental study can also be conducted to see the relationship and effect of independent variables on the selected dependent variables.

- The present study consisted of a sample of only 800 Elementary School Children of Haryana State. However, further studies can be conducted on a large sample for a wide generalization.