The child at birth is born with certain biological inheritance. Biological heredity alone is not enough to enable him to develop harmoniously in a social culture. A child is like a sapling who needs to be cared, nurtured and nourished by conducive environment, enlightened parentage, moral, ethical, spiritual, physical and humanistic approach. The society has created a separate agency-school where a child can develop all the qualities and abilities required for successful social adjustment. The quality of pupils coming out of schools and colleges depends on the combined success of parents, students and knowledgeable teachers with active endeavours and dynamic teaching learning process. Thus education should be diversified, to suit the abilities and attitudes of every child.

Academic achievement holds a cardinal position in the field of education. It is a measurement of what has been learnt in the academic areas. The term academic achievement refers to the quantity and quality of learning a subject or a group of subjects as assessed by conducting an examination. The importance of scholastic or academic performance has given rise to some related queries, as to what factors promote achievement among the students and how far do these factors contribute towards academic achievement.

The devices and methods adopted by the teacher in the class, child's interest in the subject, the level of motivation, his inherent intelligence, family set-up and its economic, social and cultural mores are some of the major factors
which determine the academic achievement of the students. As it is not feasible to tackle all aspects of the issues involved in the research project, the researcher delimited her study to three variables Personality traits, Educational interest and Anxiety, which are said to be intimately related to the child's achievement. The study has been taken with the view to see the effect of these variables on the achievement of male and female students, urban and rural students at the high school level.

**STATEMENT OF THE PROBLEM**

A study of achievement of X grade students in relation to personality traits, educational interest and anxiety.

**OBJECTIVES**

1. To study the achievement of urban male and female students of X grade.

2. To study the achievement of rural male and female students of X grade.

3. To study the achievement of urban male and rural male students of X grade.

4. To study the achievement of urban female and rural female students of X grade.

5. To study the personality traits of male and female students of X grade.

6. To study the educational interest of urban male and female students of X grade.
7. To study the educational interest of rural male and female students of X grade.

8. To study the educational interest of urban male and rural male students of X grade.

9. To study the educational interest of urban female and rural female students of X grade.

10. To study the anxiety of urban male and female students of X grade.

11. To study the anxiety of rural male and female students of X grade.

12. To study the anxiety of urban male and rural male students of X grade.

13. To study the anxiety of urban female and rural female students of X grade.

14. To study the relationship between academic achievement and personality of X grade students.

15. To study the relationship between academic achievement and educational interest of X grade students.

16. To study the relationship between academic achievement and anxiety of X grade students.

HYPOTHESES

1. There is no significant difference in the achievement of urban male and female students of X grade.
2. There is no significant difference in the achievement of rural male and female students of X grade.

3. There is no significant difference in the achievement of urban male and rural male students of X grade.

4. There is no significant difference in the achievement of urban female and rural female students of X grade.

5. There is no significant difference in the personality traits of male and female students of X grade.

6. There is no significant difference in the educational interest of urban male and female students of X grade.

7. There is no significant difference in the educational interest of rural male and female students of X grade.

8. There is no significant difference in the educational interest of urban male and rural male students of X grade.

9. There is no significant difference in the educational interest of urban female and rural female students of X grade.

10. There is no significant difference in the anxiety of urban male and female students of X grade.

11. There is no significant difference in the anxiety of rural male and female students of X grade.

12. There is no significant difference in the anxiety of urban male and rural male students of X grade.
13. There is no significant difference in the academic anxiety of urban female and rural female students of X grade.

14. There is no significant relationship between the academic achievement and personality of X grade students.

15. There is no significant relationship between the academic achievement and educational interest of X grade students.

16. There is no significant relationship between the academic achievement and anxiety of X grade students.

**DELIMITATIONS**

Becoming aware of the vast vistas of educational activity, the researcher in the present study has delimited her research by confining only to four variables - achievement, personality traits, educational interest and anxiety. Achievement is dependent variable and the other three variables are independent.

**SAMPLE**

The sample comprises 500 X grade students both male and female drawn from various schools, rural and urban areas.

**METHOD**

Normative survey method has been used for the collection of the data.
TOOLS USED

1. High School Personality Questionnaire (HSPQ)
   by S.D. Kapoor and K.K. Mehrotra

2. Educational Interest Record (EIR)
   by Dr. S.P. Kulshreshtha

3. Academic Anxiety Scale for Children (AASC)
   by Dr. A.K. Singh and Dr. (Km.) A. Sen Gupta

4. Achievement of the students were taken from their X class results available from the school authorities.

STATISTICAL TECHNIQUES USED

The main techniques employed for the study are critical ratio (C.R.) test, Pearson’s Product Moment Method for computing coefficient of co-relation.

Critical Ratio (C.R.) Test:

This test was employed to see the significant difference between male and female, urban and rural X grade students in their achievement, personality traits, educational interest and anxiety.

Correlation was used to see the significant relation of achievement with personality traits, educational interest and anxiety of X grade male, female, urban and rural students.
MAIN FINDINGS

The main findings drawn from the present study are summarised as under:

Achievement:

Significant difference has been perceived in the achievement of X grade urban male and female, rural male and female, urban female and rural female students and urban male and rural male students.

Personality Factors:

Significant difference has been found in the personality factors A, B, C, D, E, F, G, H, J, O, Q₂, Q₃ and Q₄ whereas, in the case of factor I, no significant difference has come to the notice regarding X grade male and female students.

Educational Interest:

(i) Urban Male and Female:

Choice of urban male and female students differ widely while they attempt to select their subjects out of the wide spectrum of options available in agriculture, commerce, fine arts, home science, humanities, science and technology.

(ii) Rural Male and Female:

There is a wide variance in their selection of options out of the subjects of agriculture, commerce, fine arts, home science, humanities, science and technology in the case of X grade rural male and female students.
(iii) Urban Male and Rural Male:

The educational interest of X grade urban male and rural male students also differ to a great extent particularly while choosing out of commerce, fine arts, humanities, science and technology, but in the case of agriculture and home science subjects, no significant difference has been observed.

(iv) Urban Female and Rural Female:

There exists a significant difference in the choice to be made out of agriculture, commerce, fine arts, home science, humanities, science and technology areas of interest.

Anxiety:

Significant difference has been found to exist in the anxiety levels of X grade urban male and female, rural male and female, urban male and rural male and urban female and rural female categories of students.

Achievement and Personality Factors:

No significant relationship exists between achievement and personality factors A, B, C, D, E, F, G, H, I, J, O, Q₂, Q₃ and Q₄ in the case of X grade male students. Whereas in the case of female students a significant relationship has been found between achievement and factors A, B, C, D, E, F, G, I, Q₂, Q₃ and Q₄. No significant relationship exists between achievement and factors H, J and O.
**Achievement and Educational Interest:**

There is a significant relationship existing between achievement and choice of subjects like commerce, fine arts, home science, humanities, science and technology whereas no significant relationship has been observed between achievement and agriculture choice of subject in the case of X grade urban female students.

There is no significant discernible correlation between achievement and choice of agriculture, commerce, fine arts, home science and humanities but significant relationship has been found between achievement and choice of study subjects like science and technology in the case of rural female students.

There is no significant relationship between achievement and choice of subjects like agriculture, commerce, fine arts, home science, humanities, science and technology in the case of X grade urban male students.

No significant relationship has been found between achievement and subject options like agriculture, commerce, fine arts, home science, humanities, science and technology in the case of X grade rural male students.

**Achievement and Anxiety:**

Significant relationship has been revealed between achievement and anxiety in case of X grade urban female students, whereas in case of X grade rural female students there is no significant relationship between achievement and anxiety.
Similarly, there exists a significant relationship between achievement and anxiety in case of X grade urban male students, whereas no significant relationship has been found between achievement and anxiety of X grade rural male students.

EDUCATIONAL IMPLICATIONS

The present study has adequately dealt with the idea of relationship of achievement, personality traits, educational interest and anxiety of X grade students on the one hand and has shown the difference between achievement, personality traits, educational interest and anxiety of the X grade urban, rural, male and female categories on the other hand.

The findings of the study are likely to prove of immense importance to the educational thinkers, teachers, psychologists and others who are concerned with the sphere of education.

It is felt that in achievement the rural students need extraordinary attention. In their case the teacher ought to take personal interest in each and every student. Discipline should necessarily prevail in the classroom and subjects of study be made quite interesting. Awards or rewards and scholarships should be a regularly recurring feature in order to fiercely engage the students in the educative process; and it is bound to help in better achievement. Tutorial classes should be compulsorily arranged so as to enable the students to discuss their problems pertaining to studies, without hesitation, in an informal and freer interaction with the teachers.
Educational interest of rural male and female students has been found to be distinctly lower than that of the urban male and female students, reason for this is obviously the lack of a conducive environment and an adequate provision of books, magazines, proper guidance, counselling motivation can make up this deficiency. The teacher has a role cut out for himself in this regard. He is the kingpin in the educational process. His method of teaching is of paramount importance. It has to be made absorbingly unsteady so that the students are able to grasp the matter quickly.

Audio-video cassettes have to be provided to the students and they are to be encouraged to participate in cultural activities and games in order to develop their personality, which is likely to be of great help in the long run. Proper guidance and counselling is bound to make them aware of the immense possibilities wherefrom they are enabled to select a right kind of career at the right age.

**SUGGESTIONS FOR FURTHER STUDIES**

1. A similar study related to this topic can be conducted on 10+2 level profitably with large sampling.

2. A comparative study can be carried out between private and government schools, with the same variables at 10+2 level.

3. A study of achievement is practically feasible on college students by taking 16 P.F. anxiety and reading interest.

4. A comparative study can also be conducted by taking the students from the two different universities.
5. A similar study could be possible on large sampling taken from government and government-aided school.

6. A study of achievement in relation to extroversion-introversion and educational interest can also be conducted on 10+2 level.

7. A study of achievement in relation to school adjustment between rural and urban, male and female students of XII grade could also be made.

8. A similar study could also be viable by using certain other variables like reading interest, school adjustment and classroom trust behaviour among the private and aided schools.

9. A study can also be conducted to see the effect of anxiety on the educational interest of B.Ed. pupil teachers.

10. A comparative study can be made possible to examine the anxiety level between B.Ed. regular and B.Ed. correspondence students.

11. Last but not the least a study can also be carried out to see the effect of medium of instructions on achievement and educational interest between government run and privately run public schools of XII grade.