Consequent upon the foregoing discussions and the results deduced thereupon the present chapter is devoted to the treatment of the findings of this study with a view to indicate their implications and their relevance as suggestions for further research.

5.1 MAIN FINDINGS

On the basis of data analysis regarding the various hypotheses concerning achievement, personality traits and anxiety in the main the following findings have emerged:

ACHIEVEMENT

Hypothesis-1

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

The hypothesis is not maintainable because a significant difference in terms of achievement levels between the urban male and female students of X grade, has been observed.

Urban female students have been found to possess higher academic achievement than their male counterparts as the mean value of urban female students is higher than that of the mean value of urban male students of X grade.
Hypothesis-2

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

Comparing the achievement of rural male and rural female students it has been found that the two groups differ significantly. Hence it is hard to uphold the hypothesis No.2.

Rural female students, having higher mean score possess relatively higher achievement as compared to the rural male students who possess lower mean score.

Hypothesis-3

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

Significant difference in the academic achievement of urban male and rural male students of X grade have been found. Hence hypothesis No.3 is rejected in the case of urban male and rural male students of X grade.

There exists a perceptible difference in the mean values of urban male and rural male students. Urban male students possessing higher mean value also possess relatively better achievement.

Hypothesis-4

There is no significant difference in the achievement of urban female and rural female students of X grade.
Coming to the achievement of the urban female and rural female students of X grade, it has been found that these two groups differ significantly. Hence the hypothesis No.4 is ruled out.

Urban female students having higher mean value possess relatively better academic achievement than their counterparts rural female students possessing lower mean value.

**PERSONALITY**

**Hypothesis-5**

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

As far as the personality traits of male and female students are concerned, it has been found that regarding personality factor ‘A’ these two groups differ significantly. Therefore the hypothesis No.5 is untenable with regard to factor ‘A’.

Male students of X grade are found to be more easygoing, warmhearted and participative as compared to the female students to the same grade, as the mean score of male students is higher than the mean score of female students.

Same is the case with regard to personality factor ‘B’, a significant difference between male and female students has been established, thereby hypothesis No.5 is rejected in factor ‘B’.
Female students tend to be more intelligent, fast learner and quicker in grasping the ideas than their counterparts i.e. male students, as the mean value of female students is higher than the mean value of male students.

Regarding factor ‘C’ it can be said that there is significant difference between the male and female students of X grade. Thus the hypothesis No.5 is rejected off hand.

Male students are found to be emotionally stable, mature, possessing ego strength and are able to maintain solid group morale than the female students who are emotionally unstable, easily disturbed by the unsatisfactory conditions, as the mean value in the case of male students is higher than that of female students.

Hypothesis No.5 based on personality factor ‘D’ is also not sustainable on similar grounds as the mean score secured by male students is significantly higher than that of female students because the male students are relatively more excitable, impatient and overactive as compared to the female ones who are phlegmatic, dependent and inactive.

Regarding personality factor ‘E’ it can be found that there is significant difference between the male and female students of X grade. Hence the hypothesis No.5 is rejected straightaway.

Male students are found to be relatively more aggressive, dominant, assertive and independent minded than the female students who are accommodating, humble submissive and often dependent, as the mean value of male students is higher than the mean value of female students.
Proceeding to factor ‘F’ it can be noticed that there is significant difference between male and female students of X grade. Thus, the hypothesis, No.5 is rejected with regard to factor ‘F’.

Male students possessing high mean value are found to be relatively more carefree, active and frank than their counterparts i.e. female students who possess low mean value as they are found to be restrained, sober and serious.

As far as the personality factor ‘G’ is concerned, it has been found that on the basis of their respective score of mean value there is significant difference between the male and female students of X grade, hypothesis No.5 is therefore rejected for the factor ‘G’.

Female students are found to be more responsible, moralistic, conscientious and dominated by a sense of duty whereas the male students evade rules and have little respect for obligations and feel few qualms of conscience.

Coming to the personality factor ‘H’ it has been found that male and female of X grade differ significantly. Thus the hypothesis No.5 is rejected for factor ‘H’.

Male students are relatively more bold, sociable, spontaneous and careless as compared to the female students who tend to be shy, restrained and timid.
For a change in case of personality factor ‘I’, male and female students of X grade have not differed significantly. Hypothesis No.5 is atleast in this respect is retained.

No significant difference in the mean values reveal that both male and female students are often tough minded in some situation while in other situation they can be tender minded.

There exists a significant difference in the personality factor ‘J’ of male and female students of X grade. Therefore the hypothesis No.5 is rejected for factor ‘J’. Female students are found to be more involved in their own ego and interested in internal life than the male students who are found to be cheerful, free of jealousy, as the mean value pertaining to female students is higher than that of male students.

On the basis of their relative mean value, it has been found that the X grade male and female students differ significantly in factor ‘O’. Hence the hypothesis No.5 is rejected pertaining to the factor ‘O’.

Male students have been found to be moody, worried and have child like tendency to anxiety than their counterparts on the female side who are placid, self-assured and confident.

As far as the personality factor ‘Q₂’ is concerned, there exists a significant difference between the male and female of X grade. Thus the hypothesis No.5 is outright rejected regarding factor ‘Q₂’.
Female students are found to be group dependent, need group support and make decision in consultation with other people when compared to the male students who are temperamentally independent, make their own decision and take action on their own. Mean value in case of female students happens to be higher than that of male students.

Female students are found to be controlled, disciplined, socially aware and careful than the male ones who are careless and possess relatively low control on their behaviour. In this regard the mean value of female students is higher than the mean value of male students. Hence in case of personality factor ‘Q₃’ there exists a significant difference between the male and female students of X grade. The hypothesis No.5 is therefore rejected categorically with regard to factor ‘Q₃’.

There exists a significant difference between male and female students of X grade in relation to their personality factor ‘Q₄’. Therefore the hypothesis No.5 is, rejected for personality factor ‘Q₄’.

In respect of this factor female students are found to be tense, restless and excitable than the male students who are sedate, relaxed and composed, mean value of female students in this regard is higher than the mean value of male students.

**Hypothesis-6**

There is no significant difference in the educational interest of urban male and female students of X grade.
This hypothesis has been found to be utterly untrue because there exists a significant difference in the choice of agriculture, commerce, fine arts, home science, humanities, science and technology as areas of subject interest in case of X grade urban male and female students. Therefore, the hypothesis No.6 falls through for want of support.

Urban male student having high mean value in agriculture, commerce, science and technology possess relatively high interest in these areas than their female counterparts, whereas urban female students having high mean value in fine arts, home science and humanities possess relatively high interest in these areas than their counterparts on the male side.

Furthermore the study of mean values amply revealed that urban male students have absolutely different set of preferences in their choice of study-subjects. To them science comes on top, humanities occupies second, third preference is given to technology, commerce is given fourth position, fifth place is given to fine arts, agriculture had been placed in sixth place and the least interested area is home science. With the female students, it is almost the reverse of it. In their case home science comes first followed by humanities, fine arts, science, technology, commerce and agriculture.

Hypothesis-7

There is no significant difference in the educational interest of rural male and female students of X grade.
A significant difference has been observed in the choice of agriculture, commerce, fine arts, home science, humanities, science and technology as study options in the case of X grade rural male and female students. Hence, the hypothesis No.7 is not sustainable.

Rural male students possess relatively high interest in the subjects of agriculture, commerce, science and technology, as the mean of rural male students is higher than that of rural female students, whereas rural female students possess relatively high interest in fine arts, home science and humanities, as their mean value is higher than that of the rural male students.

Moreover from the mean values, it has been found, that the rural male students mainly offer science, followed by agriculture and humanities as their subjects of studies. Technology and commerce hold next positions in their educational interest areas, while home science and fine arts attracts them the least. In the case of rural female students on the other hand the order of preference is: home science, humanities, fine arts, commerce and science. The subjects in which they are least interested are agriculture and technology.

**Hypothesis-8**

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

A significant difference has been observed in the choice of commerce, fine arts, humanities, science and technology as areas of interest. Thus, the hypothesis No.8 is rejected, whereas in agriculture and home science, no significant difference has been found. Therefore the hypothesis No.8 will be
High mean value in commerce, fine arts, humanities, science and technology, revealed that urban male students possess relatively high interest in these areas than the rural male students. No significant difference in the mean values of rural male and urban male students indicates that they do not differ significantly in their agriculture and home science interest areas.

Moreover, the urban male students, differ in their main area of interest, science is accorded the top slot followed successively by humanities, technology, commerce, fine arts whereas in the case of rural male students science occupies the main area of interest and humanities holds second place, commerce, technology and fine arts come next while home science and agriculture are the least interest areas in both urban male and rural male students.

**Hypothesis-9**

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

A significant difference is discernible in case of agriculture, commerce, fine arts, home science, humanities, science and technology as areas of interest. Hence, the hypothesis No.9 is rejected.

Rural female students having higher mean value, possess relatively high interest in agriculture than their urban female counterparts. High mean
value in commerce, fine arts, home science, humanities, science and technology indicated that urban female students possess relatively high interest in the above areas of interest than their rural female counterparts.

As far as the urban female students are concerned, further it has been found that there first preference i.e. the main interested area is home science, second place of interest is humanities, fine arts holds the third area of interest, science occupies the fourth place in the educational interest and the least interested areas are technology, commerce and agriculture, where as in the case of rural female students home science is the main interested area, second area of interest is humanities, fine arts holds the third place of interest area and agriculture, commerce, technology and science are the least interested areas.

**Hypothesis-10**

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

It has been found that there is significant difference between urban male and female students of X grade, with regards to anxiety. Therefore, the hypothesis No.10 is hard to uphold.

Urban female students possess relatively higher level of anxiety than the urban male students, as the mean value of urban female students is higher than the urban male students of X grade.
Hypothesis-11

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

As far as the anxiety of rural male and female students, is concerned, it has been found that these two groups differ significantly. Hence the hypothesis No.11 is insupportable.

Rural female students having high mean score, possess relatively higher level of anxiety than the rural male students.

Hypothesis-12

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

Comparing the anxiety of urban male and rural male students of X grade, it has been found that these two groups differ significantly. Thus the hypothesis No.12 is rejected.

Urban male students possess relatively higher level of anxiety than the rural male students, as the mean score of the former is higher than that of the latter.

Hypothesis-13

There is no significant difference in the anxiety of urban female and rural female students of X grade.
As far as the anxiety of urban female and rural female students of X grade, is concerned, it has been found that these two groups differ significantly. Therefore the hypothesis No.13 is rejected.

Urban female students possess relatively higher level of anxiety than the rural female students, as the mean score of the urban female students is higher than that of the rural female students.

**Hypothesis-14**

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

The value of coefficient of correlation between academic achievement and personality factor ‘A’ in the case of X grade male students, is very low negative, which is not significant at 0.05 level of significance. Hence the hypothesis No.14 is quite agreeable.

It has been found that there is no significant relationship in the academic achievement of the male students respectively belonging to the categories like reserved, detached and aloof on one side and easygoing, participating and warm hearted on the other side.

Coming to the personality factor ‘B’ and achievement, the value of coefficient of correlation between these two variables, is very low negative, which is not significant at 0.05 level of significance, in the case of X grade male students. Thus the hypothesis No.14 is accepted.
No significant relationship has been observed between the academic achievement and personality factor ‘B’ of X grade male students.

As far as the personality factor ‘C’ and achievement of X grade male students are concerned, the value of coefficient of correlation between these two variables is very low positive, which is not significant at 0.05 level of significance. Thus the hypothesis No.14 is retained.

It has been found that there is no significant relationship in the achievement of the male students who belong to the personality factor like emotionally stable, mature, affected by the feelings and emotionally unstable.

The value of coefficient of correlation between achievement and personality factor ‘D’ of X grade male students, is very low positive, which is not significant at 0.05 level of significance. Hence the hypothesis No.14 is easily acceptable.

There exists no significant relationship between the academic achievement and personality factor ‘D’ of X grade male students.

For the X grade male students, the value of coefficient of correlation between achievement and personality factor ‘E’ is very low negative, which is not significant at 0.05 level of significance. Thus the hypothesis No.14 is also acceptable.

Further, it has been revealed that there is no significant relationship in the achievement of X grade male students who are obedient, independent, anxious and dependent.
The value of coefficient of correlation between achievement and personality factor 'F' is very low negative, which is not significant at 0.05 level of significance, in the case of X grade male students. Hence the hypothesis No.14 is accepted.

No significant relationship exists between the academic achievement and personality factor 'F' of X grade male students.

As far as the personality factor 'G' and achievement of X grade male students are concerned, the value of coefficient of correlation between these two variables is very low negative, which is not significant at 0.05 level of significance. So, the hypothesis No.14 is readily accepted in this respect.

It has been found that there is no significant relationship in the achievement of the male students who are expedient, evades rules, responsible and moralistic.

Coming to the personality factor 'H' and achievement of X grade male students, the value of coefficient of correlation between these two variables is very low negative, which is not significant at 0.05 level of significance. Therefore the hypothesis No.14 is accepted.

It has been found that there is no significant relationship between academic achievement and personality factor 'H' of X grade male students.

Regarding X grade male students, the value of coefficient of correlation between achievement and personality factor 'I' is very low negative, which is not significant at 0.05 level of significance. Thus the hypothesis No.14 is accepted.
It has been revealed that there is no significant relationship between academic achievement and personality factor 'I' of X grade male students.

The value of coefficient of correlation between achievement and personality factor 'J' is very low positive, which is not significant at 0.05 level of significance, in the case of X grade male students. Hence the hypothesis No.14 is accepted.

There is no significant relationship between academic achievement and personality factor 'J' of X grade male students.

In the case of X grade male students, the value of coefficient of correlation between achievement and personality factor 'O' is very low negative, which is not significant at 0.05 level of significance. So, the hypothesis No.14 is accepted.

No significant relationship has been found between academic achievement and personality factor 'O' of X grade male students.

The value of coefficient of correlation between achievement and personality factor 'Q₁' is very low negative, which is not significant at 0.05 level of significance, in the case of X grade male students. Thus the hypothesis No.14 is accepted.

There exists no significant relationship between academic achievement and personality factor 'Q₂' of X grade male students.
As far as the personality factor 'Q₃' and the achievement of X grade male students are concerned, the value of coefficient of correlation between these two variables is very low negative, which is not significant at 0.05 level of significance. Hence the hypothesis No.14 is accepted.

There is no significant relationship between academic achievement and personality factor 'Q₃' of X grade male students.

The value of coefficient of correlation between achievement and personality factor 'Q₄', is very low negative, which is not significant at 0.05 level of significance, in the case of X grade male students. Thus the hypothesis No.14 is accepted.

There exists no significant relationship between academic achievement and personality factor 'Q₄' of X grade male students.

As far as X grade female students are concerned, the value of coefficient of correlation between achievement and personality factor 'A' is low negative, which is significant at 0.05 level of significance. Thus the hypothesis No.14 is rejected.

Further it has been found that personality factor 'A' is significantly related to the achievement of the female students i.e. female students who are reserved and detached possess relatively better achievement.

The value of coefficient of correlation, between achievement and personality factor 'B' is average positive, in the case of X grade female students, which is significant at 0.05 level of significance.
It has been revealed that the achievement of the female students is significantly related to the personality factor ‘B’ i.e. female students who are more intelligent and fast learner possess relatively higher achievement.

As far as the personality factor ‘C’ and achievement of the X grade female students are concerned, the value of coefficient of correlation between these two variables is low positive, which is not insignificant by any means at 0.05 level of significance. Thus the hypothesis No.14 is rejected.

It has been further deduced that personality factor ‘C’ is significantly related to the achievement of the female students i.e. female students who are emotionally stable, mature and realistic possess relatively higher achievements.

Coming to the personality factor ‘D’ and the achievement of X grade female students, the value of coefficient of correlation between these two variables is low positive which is significant at 0.05 level of significance. Thus the hypothesis No.14 is rejected.

Further is has been found that personality factor ‘D’ is significantly related to the achievement of the female students. In other words female students who are impatient and excitable possess relatively better achievement.

The value of coefficient of correlation between achievement and personality factor ‘E’ is a low negative, which is significant at 0.05 level of significance, in the case of X grade female students. Hence the hypothesis No.14 is rejected.
It has been revealed that the achievement of the female students is significantly related to the personality factor ‘E’ i.e. female students who are obedient and humble possess relatively better achievement.

Regarding X grade female students, the value of coefficient of correlation between achievement and personality factor ‘F’ is low negative, which significant at 0.05 level of significance. Hence the hypothesis No.14 is rejected.

It has been found that personality factor ‘F’ is significantly related to the achievement of the female students i.e. female students who are sober and serious possess relatively higher achievement.

The value of coefficient of correlation between achievement and personality factor ‘G’ is low positive, which is significant at 0.05 level of significance, in the case of X grade female students. Thus the hypothesis No.14 is rejected.

Further it has been discovered that the female students who are responsible and dominated by a sense of duty possess relatively better achievement hence personality factor ‘G’ is significantly related to the achievement of the female students.

In relation to the X grade female students, the value of coefficient of correlation between achievement and personality factor ‘H’ is very low negative which is not significant at 0.05 level of significance. Therefore, the hypothesis No.14 is accepted.
It has been further found that personality factor ‘H’ is not significantly related to the achievement of the female students.

Proceeding to the personality factor ‘I’ and achievement of the X grade female students, the value of coefficient of correlation between the two variables is low positive, which is significant at 0.05 level of significance. Thus the hypothesis No.14 is rejected.

A significant relationship has been surfaced between achievement and personality factor ‘I’ of the female students i.e. female students who are tender minded and artistic possess relatively higher achievement.

The value of coefficient of correlation between achievement and personality factor ‘J’ is very low positive which is not significant at 0.05 level of significance, in the case X grade female students. Hence the hypothesis No.14 is rejected.

Further it has been revealed that the achievement of the female students is not significantly related to the personality factor ‘J’.

As far as the personality factor ‘O’ and the achievement of X grade female students are concerned, it has been found that there is very low negative correlation between the two variables, which is not significant at 0.05 level of significance. Thus the hypothesis No.14 is accepted.

Further it has been found that the personality factor ‘O’ is not significantly related to the achievement of the female students.
Coming to the personality factor 'Q₂' and achievement of the X grade female students, the value of coefficient of correlation between the two variables is low negative, which is significant at 0.05 level of significance. Thus the hypothesis No.14 is rejected.

It has been found that there is significant relationship between academic achievement and personality factor 'Q₂' of female students i.e. female students who are group dependent and make decision in consultation with others possess relatively higher achievement.

The value of coefficient of correlation between achievement and personality factor 'Q₃' is low positive, which is significant at 0.05 level of significance, in the case of X grade female students. Thus the hypothesis No.14 is rejected.

Further it has been revealed that the achievement of the female students is significantly related to the personality factor 'Q₃' i.e. female students who are disciplined, controlled, socially aware and careful possess relatively high achievement.

The value of coefficient of correlation between achievement and personality factor 'Q₄' is low positive which is significant at 0.05 level of significance, in the case of X grade female students. Thus the hypothesis No.14 is rejected.

It has been found further that personality factor 'Q₄' is significantly related to the achievement of the female students i.e. female students who are tense, excitable and restless possess relatively higher achievement.
Hypothesis-15

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

The value of coefficient of correlation between achievement and agriculture area of interest, in the case of X grade urban female students, is very low positive, which is not significant at 0.05 level of significance. Therefore, the hypothesis No.15 is retained.

It has been found that urban female students though high achievers show very less interest in agriculture.

In the case of X grade urban female students, the coefficient of correlation between achievement and commerce area of interest is low positive but significant at 0.05 level of significance. Thus, hypothesis no.15 is rejected.

It has been found that urban female students who are high achievers also possess high interest in commerce.

In the case of X grade urban female students, the coefficient of correlation between achievement and fine arts area of interest is average positive, which is significant at 0.05 level of significance. Hence the hypothesis No.15 is rejected.

It has been found that high achievers also possess high interest in fine arts.
The value of coefficient of correlation between achievement and home science area of interest is average positive, which is significant at 0.05 level of significance, in the case of X grade urban female students. Therefore, the hypothesis No.15 is rejected.

It has been found that high achievers also possess high interest in home science.

In the case of X grade urban female students, the value of coefficient of correlation between achievement and humanities area of interest is high positive, which is significant at 0.05 level of significance. So, the hypothesis no.15 is rejected.

It has been found that high achievers also possess high interest in humanities.

In the case of X grade urban female students, the coefficient of correlation between achievement and science area of interest is average positive, which is significant at 0.05 level of significance. Thus the hypothesis no.15 is rejected.

Further it has been found that high achievers also possess high interest in science.

The value of coefficient of correlation between achievement and technology area of interest is average positive, in the case of X grade urban females students, which is significant at 0.05 level of significance. Thus, the hypothesis no.15 is rejected.
It has been found that high achievers possess high interest in technology.

The value of coefficient of correlation between achievement and agriculture area of interest is very low positive, which is not significant at 0.05 level of significance, in the case of X grade rural female students.

It has been found that rural female students possessing low achievement also possess low interest in agriculture.

In the case of X grade rural female students, the coefficient of correlation between achievement and commerce choice of subject is very low positive, which is not significant at 0.05 level of significance. Hence the hypothesis no.15 is retained.

It has been found further that rural female possessing low in achievement also possess less interest in commerce.

The value of coefficient of correlation between achievement and fine arts area of interest is very low positive, which is not significant at 0.05 level of significance, in the case of X grade rural female student. Thus, the hypothesis No.15 is retained.

Further it has been revealed that the rural female students who are academically low achievers also possess relatively less interest in fine arts.
In the case of X grade rural female students the value of coefficient of correlation between achievement and home science area of interest is very low positive, which is not significant at 0.05 level of significance. Thus the hypothesis No.15 is retained.

Further it has been found that academically low achievers also possess less interest in home science.

Coefficient of correlation between achievement and humanities area of interest is very low positive, which is not significant at 0.05 level of significance, in the case of X grade rural female students. Hence the hypothesis No.15 is retained.

It has been revealed that rural female students who are academically low achievers also possess less interest in humanities.

The coefficient of correlation between achievement and science area of interest is low positive but significant at 0.05 level of significance, in the case of rural female students. Therefore, the null hypothesis No.15 is rejected.

It has been further found that rural female students who are academically high achievers also possess high interest in science.

Further, the value of coefficient of correlation is low positive between the achievement and technology area of interest, which is significant at 0.05 level of significance. Hence the hypothesis No.15 is rejected.

It has been revealed that the rural female students possessing high achievement also possess relatively high interest in technology.
In the case of X grade urban male students, the coefficient of correlation between achievement and agriculture is very low positive, which is not significant at 0.05 level of significance. Hence the hypothesis No.15 is retained.

It has been further found that urban male students possessing low achievement also possess relatively less interest in agriculture area of interest.

The value of coefficient of correlation between achievement and commerce area of interest, is very low positive, which is not significant at 0.05 level of significance in the case of X grade urban male students. Therefore, the hypothesis No.15 is accepted.

It has been revealed that urban male students who are academically low achievers also possess less interest in commerce area of interest.

The value of coefficient of correlation between achievement and fine arts area of interest, is very low positive, which is not significant at 0.05 level of significance in the case of X grade urban male student. Thus the hypothesis No.15 is retained.

Further it has been found that the urban male students possessing low achievement also possess less interest in fine arts area of interest.

In the case of X grade urban male students. In the value of coefficient of correlation between achievement and home science area of interest is very low positive, which is not significant at 0.05 level of significance. So, the hypothesis No.15 is retained.
It has been revealed that students possessing low achievement may also possess less interest in home science.

It has been revealed that the value of coefficient of correlation between achievement and humanities choice of subject, is very low negative, which is not significant at 0.05 level of significance in the case of X grade urban male students. Therefore, the hypothesis No.15 is accepted.

Further it has been found that students possessing low achievement also possess less interest in humanities.

It has been found that the value of coefficient of correlation between achievement and science area of interest, is very low positive, which is not significant at 0.05 level of significance in the case of urban male students. Hence, the hypothesis No.15 is accepted.

It has been revealed that students possessing low achievement also possess less interest in science area of subject.

The value of coefficient of correlation between achievement and technology area of interest in the case of X grade urban male students is very low positive, which is not significant at 0.05 level of significance. Hence, the hypothesis No.15 is accepted.

It has been further found that students possessing low achievement also possess less interest in technology area of interest.
The value of coefficient of correlation between achievement and agriculture area of interest, in the case of X grade rural male students, is very low negative, which is not significant at 0.05 level of significance. Therefore, the hypothesis No.15 is retained.

It has been revealed further that students who are academically low achievers also possess less interest in agriculture area of interest.

In the case of rural male students, the value of coefficient of correlation between achievement and commerce area of interest, is very low positive, which is not significant at 0.05 level of significance. Hence the hypothesis No.15 is retained.

It has been revealed further that students who are academically low achievers also possess less interest in commerce area of interest.

The value of coefficient of correlation between achievement and fine arts, in the case of X grade rural male students, is very low negative, which is not significant at 0.05 level of significance. Therefore, the hypothesis No.15 is retained.

It has been found that students possessing low achievement also possess less interest in fine arts area of interest.

It has been revealed that the value of coefficient of correlation between achievement and home science area of interest of X grade rural male students, is very low positive, which is not significant at 0.05 level of significance. Therefore, the hypothesis No.15 is accepted.
Further it has been revealed that students who are academically low achievers also possess less interest in home science area of interest.

It has been found that the value of coefficient of correlation between achievement and humanities area of interest of X grade rural male students, is very low negative, which is not significant at 0.05 level of significance. Hence, the hypothesis No.15 is retained.

It has been found that students possessing low achievement also show less interest in humanities.

The value of coefficient of correlation between achievement and science area of interest, is very low negative, which is not significant at 0.05 level of significance in the case of X grade rural male students. Thus, the hypothesis No.15 is retained.

It has been found that students who are academically low achievers also possess less interest in science.

It has been found that the value of coefficient of correlation between achievement and technology area of interest, is very low negative, which is not significant at 0.05 level of significance in the case of X grade rural male students. Therefore, the hypothesis No.15 is accepted.

It has been further revealed that the students who are academically low achievers also possess less interest in technology.
Hypothesis-16

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

As far as the X grade urban female students are concerned it has been found that the value of coefficient of correlation between academic achievement and anxiety, is average positive, which is significant at 0.05 level of significance. Thus the hypothesis No.16 will be rejected in the case of urban female students.

In addition to above, it has been found that urban female students being more concerned about their studies, come up with better academic achievement.

In the case of X grade rural female students, the value of coefficient, of correlation between academic achievement and anxiety, is very low positive, which is not significant at 0.05 level of significance. Thus the hypothesis No.16 accepted in this case.

It has been found that there is no significant relationship between academic achievement and anxiety i.e. low level of anxiety does not effect the academic achievement of X grade rural female students.

The value of coefficient of correlation between academic achievement and anxiety in relation to X grade urban male students is low positive which is significant at 0.05 level of significance. Therefore the hypothesis No.16 stands rejected in this case.
Further it has been found that urban male students are more conscious for their studies, hence resulting in better academic achievement.

The value of coefficient of correlation between academic achievement and achievement, is very low negative, in the case of X grade rural male students, which is not significant at 0.05 level of significance. Therefore the hypothesis No.16 will be accepted in this case.

It has been further found that low level of anxiety fails to create any effect on the academic achievement of X grade rural male students.

5.2 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.

5.3 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.