PREFACE

Growth of scientific knowledge has had its consequences by bringing about an increase in the school courses and syllabi. Such an increase in the courses has posed a problem before the educationists and psychologists as to whether the educant can keep pace with it, making adequate gains in learning or not. The emphasis on the techniques of teaching too has drifted from the earlier teacher centered approach to the child centered methods. This new orientation in teaching has brought to light the importance of individual difference and the slogan 'each according to his ability to learn' has emerged. This two-pronged change has subsequently resulted in a mushroom growth in the research on academic achievement.

It was almost taken granted that intelligence alone would be a sufficient predictor of educational success. The experimental and statistical evidences, however, failed to give an equivocal support to this contention. The imperfect nature of the correlations between intelligence and academic achievement, ranging between .20 to .60, as reported by Stead (1925), Dates (1929), and Lindgren and Guedes (1963). As
this figure shows that only about 50% of the variance in achievement scores can be accounted for in terms of IQ. Several investigator looked elsewhere for other determining variables. Thus in the 1940's and 1950's attempts were made to link the prediction of achievement with personality variables. At first this attempt did not seem to meet with much success.

In the last 10 years or so, however, results have been more consistent and there is now a quite substantial amount of literature relating personality factors to school achievement and these studies met with considerable success in indicating the importance of personality factors in school achievement and showed that the addition of such personality measures in the prediction equations resulted in a significantly greater multiple Rs than when ability measures alone were used.

The present study was designed to assess more fully the relative importance of ability and personality variables in the prediction of school achievement in a variety of school courses.

The first chapter of the report outlines the theoretical framework for the experimental work stipulated in this investigation. It also gives
detailed description of each variable in the present study, its significance, objectives and delimitations.

The second chapter provides the detailed discussion of related literature and gives the hypotheses.

The third chapter describes the procedure and methodology followed to conduct the study. It also gives brief description of samples selected for the study, tools used, procedure adopted for collection of data and statistical techniques selected for analysis have also been discussed.

The fourth chapter explains an account of the analysis of data and interpretation of results. The analysis have been carried out in four parts. The first part deals with the correlational analysis of all the nine variables included in the study. The second part contains analysis and interpretation regarding the prediction of academic achievement. The third part explains the effect of test anxiety, self concept, intelligence and level of aspiration on academic achievement (aggregate as well as in different school courses). The fourth part deals
with the factor analysis performed on all the nine variables included in the present investigation.

The fifth chapter gives the detailed account of the discussion of the findings of the analysis.

The sixth chapter gives a brief account of conclusions and generalizations drawn in the light of the analysis and interpretation of the data. Educational implications and suggestions for further research are also briefly discussed.

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