CHAPTER VI
SUMMARY

6.00 Introduction

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. In a general sense, it is a process through which the inborn qualities or latent powers of the child are improved and unfurled. The process of education facilitates the physical, mental, social, emotional and spiritual development of the individual. Education makes a man complete who is equipped with the power of understanding, observation and objectivity. It makes a man a good thinker, a good worker and a good companion. Education develops the individual like a flower which distributes its fragrance all over the social environment. Education is that conductive process which drags a person from darkness, poverty and misery by developing his individuality in all its aspects physical, mental, emotional and social. With this type of all-round development, the individual becomes a responsible, dynamic, resourceful and enterprising citizen of strong, good moral character who uses all his capabilities to develop his own self, his society and his nation to the highest extent by contributing his best to national honor, glory, culture and civilization of the nation of which he is an integral part.

6.10 Rationale of the Study

The present study has been designed to study the Academic Achievement, Emotional Maturity and Intelligence of Secondary School Students of Assam. Here, the Academic Achievement refers to the educational performance of examinees in class IX examination taking into account the marks of all subjects obtained by them in their previous examinations. The performance is analysed qualitatively, and comparison of performance of males and females as well as in their urban and rural situated schools is done. The present study tried to investigate if there exists any relationship between Academic Achievement on the one hand and Emotional Maturity and Intelligence of Secondary School Students separately on the other hand.

Emotional Maturity is also positively related to academic achievement, because emotionally matured persons are emotionally stable. So, they can perform
any task or duty with full concentration. Emotional maturity is a process which the person is continuously striving for greater sense of emotional health both intra-psychic and intra-personal. Everyone realizes what kind of feelings he experiences when he is grief-stricken, happy, angry or excited. Psychologists have named such experiences as emotions. Emotion is a powerful weapon in the hands of politicians, leaders and teachers. They try to have the desired effect of arousing emotions of children and citizens. Under the influence of an emotional fit, a person may commit murder, get angry with others, run away out of fear or get senseless or become so happy that he may even dance. Emotion not only impels and creates activity, but also inspires other attitudes. The experiences of peace, happiness and love are also counted as emotional experiences. In the present circumstances, youth as well as children are facing many difficulties in life. These difficulties are giving rise to many psychosomatic problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, compared with anatomy. It deals with an interplay of forces with intensities and quantities. Therefore, the emotionally mature is not the one who necessarily has all conditions that arouse anxiety and hostility, but it is continually seeing himself involved in a struggle of healthy integration of feeling and thinking action.

**Intelligence** is a vital factor in related to academic achievement. It may be explained as the capacity for knowledge and understanding, especially as applied to the handling of novel situation; the power of meeting novel situation successfully by adjusting behaviour to the total situation. It is an organization comprising of the abilities to readily, correctly, understand the complicated and abstract things. It is an inborn natural power that makes a man capable of overcoming difficulties and problems of life. Intelligence is a variable that contributes towards academic achievement, and the evidence of the same is presented by a large number of researches. The researcher had gone through the studies that are related to the variables included in the present study.

From the above variables the researcher revised lots of studies in both national and international journals, survey books etc. It is evident that a very few studies are conducted in North Eastern part of India in general and Assam in particular. At the same time, hardly any study is conducted in relation to these variables on secondary school students in the area of Lakhimpur and Sonitpur
districts of Assam. So, the investigator is motivated to take up a comparative study and to investigate the relationship between these variables on the secondary school students of two districts of Assam.

**6.20 Statement of the Problem**

The problem under study is stated as “Academic Achievement, Emotional Maturity and Intelligence of Secondary School Students in Assam”.

**6.30 Objectives of the Study**

The study was designed to achieve the following objectives:

1. To Study the overall Academic Achievement, Emotional Maturity and Intelligence of Secondary school students in total sample of both the districts.

2. To compare the overall Academic Achievement, Emotional Maturity and Intelligence of Secondary school students of Lakhimpur and Sonitpur districts of Assam.

3. To compare the overall Academic Achievement, Emotional Maturity and Intelligence between male and female Secondary School Students of Lakhimpur and Sonitpur districts of Assam.

4. To compare the overall Academic Achievement, Emotional Maturity and Intelligence between rural and urban Secondary School Students of Lakhimpur and Sonitpur districts of Assam.

5. To compare the overall Academic Achievement, Emotional Maturity and Intelligence between government and private Secondary School Students of Lakhimpur and Sonitpur districts of Assam.

6. To test the significance of the mean difference on academic achievement of (a) male and female (b) rural and urban (c) government and private secondary school students in total sample of both the districts.

7. To test the significance of the mean difference on academic achievement between (a) male and female (b) rural and urban (c) government and private secondary school students of Lakhimpur district, Assam.

8. To test the significance of the mean difference on academic achievement between (a) male and female (b) rural and urban (c) government and private secondary school students in Sonitpur district of Assam.
9. To test the significance of the mean difference on emotional maturity of (a) male and female (b) rural and urban (c) government and private secondary school students in total sample of both the districts.

10. To test the significance of the mean difference on emotional maturity between (a) male and female (b) rural and urban (c) government and private secondary school students in Lakhimpur district of Assam.

11. To test the significance of the mean difference on emotional maturity between (a) male and female (b) rural and urban (c) government and private secondary school students in Sonitpur district of Assam.

12. To test the significance of the mean difference on intelligence between (a) male and female (b) rural and urban (c) government and private secondary school students in total sample of both districts.

13. To test the significance of the mean difference on intelligence between (a) male and female (b) rural and urban (c) government and private secondary school students in Lakhimpur district of Assam.

14. To test the significance of the mean difference on intelligence between (a) male and female (b) rural and urban (c) government and private secondary school students in Sonitpur district of Assam.

15. To examine the relationship between (a) academic achievement and emotional maturity (b) academic achievement and intelligence (c) emotional maturity and intelligence of secondary school students in total sample of both the districts.

16. To examine the relationship between (a) academic achievement and emotional maturity (b) academic achievement and intelligence (c) intelligence and emotional maturity of secondary school students in Lakhimpur district of Assam.

17. To examine the relationship between (a) academic achievement and emotional maturity (b) academic achievement and intelligence (c) intelligence and emotional maturity of secondary school students in Sonitpur district of Assam.

6.40 Hypotheses of the Study

In view of the objectives of the study the investigator formulated the following null hypotheses:
H:01 There is no significant difference in the mean scores of academic achievement between (a) male and female (b) urban and rural (c) government and private secondary school students in Lakhimpur and Sonitpur districts of Assam.

H:02 There is no significant difference in the mean scores of academic achievement between (a) male and female (b) urban and rural (c) government and private secondary school students in Lakhimpur district of Assam.

H:03 There is no significant difference in the mean scores of academic achievement between (a) male and female (b) urban and rural (c) government and private secondary school students in Sonitpur district of Assam.

H:04 There is no significant difference in the mean scores of emotional maturity between (a) male and female (b) urban and rural (c) government and private secondary school students in total sample of both the districts.

H:05 There is no significant difference in the mean scores of emotional maturity between (a) male and female (b) urban and rural (c) government and private secondary school students in Lakhimpur district of Assam.

H:06 There is no significant difference in the mean scores of emotional maturity between (a) male and female (b) urban and rural (c) government and private secondary school students in Sonitpur district of Assam.

H:07 There is no significant difference in the mean scores of intelligence between (a) male and female (b) urban and rural (c) government and private secondary school students in total sample of both districts.

H:08 There is no significant difference in the mean scores of intelligence between (a) male and female (b) urban and rural (c) government and private secondary school students in Lakhimpur district of Assam.

H:09 There is no significant difference in the mean scores of intelligence between (a) male and female (b) urban and rural (c) government and private secondary school students in Sonitpur district of Assam.

H:10 There is no relationship between (a) academic achievement and emotional maturity (b) academic achievement and intelligence (c) emotional maturity and intelligence of secondary school students in total sample of both the districts.

H:11 There is no relationship between (a) academic achievement and emotional maturity (b) academic achievement and intelligence (c) intelligence and emotional maturity of secondary school students in Lakhimpur district of Assam.
H:12 There is no relationship between (a) academic achievement and emotional maturity (b) academic achievement and intelligence (c) intelligence and emotional maturity of secondary school students in Sonitpur district of Assam.

6.50 Methodology of the Study

The Descriptive Survey Method is used in the study. It describes the current position of the research work. It involves interpretation, comparison, measurement, classification, evaluation and generalization. All these direct towards a proper understanding solution of significant educational problem. The present study attempted to find Academic Achievement, Emotional Maturity and Intelligence of Secondary School Students in Assam. Keeping in view the nature of the study, the survey method was found to be more suitable.

6.51 Population of the Study

The population of the present study constituted all the class X students studying in secondary schools of Lakhimpur and Sonitpur districts of Assam.

6.52 Sample of the Study

The sample is of small number of representative individuals from the population. The study was conducted on 1000 students comprised of 500 boys and 500 girls selected from 28 secondary schools who are studying in class-X students by giving due representation to boys and girls, rural and urban areas as well as government and private students of both the districts. The selected schools belong to the category of provincialized schools which are affiliated to SEBA i.e., Board of Secondary Education, Assam and controlled and supervised by the Department of Education, Government of Assam. The schools were selected using stratified random sampling technique, and students were selected using simple random sampling technique.

6.53 Tools Used

In order to fulfill the objectives of the present study the following tools were used:

i) Academic Achievement

ii) Emotional Maturity Scale
iii) Intelligence Test

The tools are described in the following sections:

The Students Performance Record from the Schools (Academic Achievement)

Achievement means performance. Academic achievement refers to Educational performances of students studying in schools. How far they are successful in acquiring knowledge, understanding, and skill in different subjects presented to them for study through the curriculum is to be reflected in their academic achievement. As far as academic achievement of the students was concerned for the purpose of the present study, the investigator visited the selected schools and collected the school records of the selected students i.e. marks obtained by the students in the last annual examination, 2014 (i.e. Class IX annual examination).

Emotional Maturity Scale

The Emotional Maturity Score (EMS) of the students was measured by using Emotional Maturity Scale developed by Singh and Bhargava (1984). Emotional Maturity Scale is a self-reporting five point scale namely emotional stability, emotional progression, social adjustment, personality integration and independence. This scale has forty-eight statements. Each statement has five possible modes of responses, such as: very much; much; undecided; probably and never. The items are so stated that if the answer is very much a score of 5 is given; for much 4; for undecided 3; and for probably 2 and for negative answer of never, a score of 1 is to be awarded. Only 1 hour was given to students administer this scale of the students. The higher the score, greater the degree of the emotional immaturity and vice versa.

Intelligence Test

Another variable in the study is intelligence. The researcher used Dr. S. Jalota’s Intelligence test meant for secondary school students. The group test of mental ability was constructed and standardized by Dr. S. S. Jalota. This Intelligence Test comprises of five separate categories of twenty tasks each, namely: (i) Vocabulary (ii) Classification (iii) Number Series (iv) Analysis and (v) Reasoning. Only 1 hour 15 minutes were given to administer it to the students.
6.54 Administration of Tools and Data Collection

The data were collected from the government/provincialized and private schools. First the permission from the Inspector of Schools, Lakhimpur and Sonitpur Districts was sought in order to administer the questionnaires and the collection of data in connection with the study.

Then the Headmasters or the Principals of the selected schools were informed and their co-operation was sought. The rapport was established with the subjects of all the schools during data collection. Subjects were briefed about the study and also about the confidentiality of the results. Taking into consideration their convenience, the days were fixed up for the administration of Emotional Maturity Scale and Intelligence Test. The scales were administered on the same day one after the other. Standard instructions as per the manual were given. Problems if any faced were solved during the administration of the scale and test. It was made sure that the subjects were seated comfortably. The investigator was personally present to remove any doubt or suspicion, thereby removing any bias due to misinterpretation of the words used. The response sheets were collected and arranged as well as classified as per the sample break-up recording in the register. The answers sheets complete in all respects were considered for final analysis.

6.55 Analysis of Data

After collecting the data investigator used some statistical techniques they are like mean, standard deviation, t-test and correlation for analysing the data. The calculations were done by using Microsoft Excel in computer. The analysis is carried out objective and hypothesis wise.

6.60 Delimitations of the Study

The present study will be delimited to:

1. The students of class-X only.
2. Two districts of Assam viz Lakhimpur and Sonitpur.
3. Only 1000 sample was taken from both the districts.
6.70 Operational Definition of the terms Used

In the present study a few terms has been frequently used and have got specific meaning for the present investigation. Given below are conceptual definitions of the terms used.

1. **Academic Achievement**: It is the level of proficiency attained in academic work or formally acquired knowledge in school subjects which is often represented by marks obtained by the students in examination.

2. **Emotional Maturity**: Emotional Maturity is a process which the personality is continuously striving for greater sense of emotional health both intra-psychically and intra-personally.

3. **Intelligence**: It is the capacity of an individual to act purposefully to think rationally and to deal effectively with his environment.


6.80 Major Findings of the Study

Following are the major findings of the study:

1. From comparison between academic achievement, emotional maturity and intelligence it was depicted that the secondary school students in whole sample of both the districts were having high academic achievement. So far their mean value 310.57 was concerned. Whereas looking into the norms of both the emotional maturity scores and intelligence it is understood that in whole sample of both the districts the secondary school students did half above average intelligence in comparison to emotional maturity in terms of their mean scores. In these contexts it is to be generalized that there is a positive relationship between academic achievement and intelligence among the secondary school students in whole sample of both the districts in general.

2. The comparison shows that except for emotional maturity the mean scores in academic achievement and intelligence is higher in case of students of Sonitpur than that of Lakhimpur district.

3. From comparison it was found that the academic achievement and intelligence of Lakhimpur district the male students were better than the female students. But female students were emotionally matured compared to the male students of same district.
The comparison between male and female students on academic achievement, emotional maturity and intelligence in Sonitpur district showed that female students were academically, emotionally and mentally better than male students.

Overall comparison between both the districts showed that academically Lakhimpur district male students were better than that of Sonitpur district students. Further it was noted that Sonitpur district female students academically high than Lakhimpur district female students. However, the male and female of Lakhimpur district students were found emotionally more matured compared to the Sonitpur district students. Lastly the comparison between the male and female students’ intelligence of both the districts, showed that Sonitpur district students’ I.Q was better than that of Lakhimpur district students.

4. From comparison it is reported that the academic achievement, emotional maturity and intelligence of rural/urban area students in Lakhimpur district it is seen that urban area students are better academically, emotionally and mentally (intelligence) than rural area students.

It also observed that the academically urban area students are better than that of rural area students of Sonitpur district. It is also seen that intelligence and emotional maturity of Sonitpur district rural area students are better than the urban area students.

The overall comparison between academic achievement, emotional maturity and intelligence of rural/urban area students in both the districts, it is seen that Sonitpur area students are better academically, emotionally and mentally (intelligence) than Lakhimpur district students.

5. From the comparison between academic achievement, emotional maturity and intelligence of government/private school students of both the districts, it is found that in both districts private school students are academically, emotionally as well as mentally better than the government school students.

6. The male and female secondary school students of both the districts have similar level on academic achievement in total sample of both the districts. However, rural/urban and government/private secondary school students differ in academic achievement for both the districts.

7. The male and female as well as government and private school students of Lakhimpur district have shown real difference in their academic achievement
whereas no such difference was found between rural and urban students for the same districts.

8. The rural and urban as well as government and private school students of Sonitpur district have shown real significant difference in academic achievement but no such difference was found between male and female students of the same district.

9. There exists a statistically high significant difference between male/female and government/private secondary school students with respect to their emotional maturity. Whereas, students coming from rural or urban background did not show any difference in case of emotional maturity for students of both the districts separately as well as taken together.

10. There is no significant difference on emotional maturity in respect of male/female and rural/urban secondary school students. But it reported real difference in all government and private secondary school students in Lakhimpur district.

11. There exists a statistically high significant difference between male/female and government/private secondary school students with respect to their emotional maturity. Whereas, students coming from rural or urban background did not show any difference on emotional maturity.

12. There is no significant mean difference between male/female students and rural/urban areas students, whereas government and private school students differ significantly on intelligence.

13. The intelligence of secondary school students found to differ significantly in respect of male/female and rural/urban areas as well as government/private schools in Lakhimpur district.

14. The mean difference on intelligence between rural/urban areas as well as government/private secondary school students were found to differ significantly but no such real difference was noted between male and females in case of Sonitpur district.

15. The correlation between (a) academic achievement and emotional maturity and (b) intelligence and emotional maturity for whole sample of both the districts was found low and negative but positive correlation between academic achievement and intelligence.
6.90 Discussion of the Results


Parimola (2013), Ritu, Kusa and Laitonjam (2013), Lohita and Satsangi (2013) and Sethi et al. (2013) have shown low positive correlation.


6.10 Conclusion

The present study is mainly concerned with the problem of academic achievement, emotional maturity and intelligence of secondary school students in Assam. From analysis and interpretations of this study the investigator found that there is a positive relationship between academic achievement and intelligence of secondary school students of whole sample of both the districts in general. But, emotional maturity is negatively correlated with academic achievement and intelligence.
In this study it also shows that except for emotional maturity the mean scores an academic achievement and intelligence are higher in case of students of Sonitpur than that of Lakhimpur district.

This study also observed that the academic achievement of Lakhimpur district male students is better than the Sonitpur district. Further, it also noted that the Sonitpur district female students’ performance is higher than the female students of Lakhimpur district. The comparison between rural/urban areas as well as government/private school students in both the districts, it is seen that urban areas and private school students of both districts have higher academic achievement than the rural areas and government school students.

This study also seen that the female students are emotionally matured compared to the male students of both districts. The comparison between rural and urban area students of Lakhimpur district, the urban area students are emotionally matured than the rural area students. But, Sonitpur district rural area students are emotionally matured than the urban area students. Finally, it also indicated that the private school students of both districts are emotionally matured compared to the government school students.

This study also found that the intelligence score of secondary students, it seen that the Sonitpur district school students are higher than the Lakhimpur district counterparts. Further the private students’ intelligence scores are higher compared to the government school students in the total sample.

The present investigator also tried to find out some other reasons for the low academic performance, immature emotionally and low intelligence of both the districts in Assam. The Lakhimpur and Sonitpur districts families are not economically sound. Many economically backward families live in both the districts of Assam. The majority students come from these families. These parents cannot provide sufficient facilities to their children for enriching their experience academically and in non-cognitive spheres. Another reason is that the most of the parents are uneducated and ill-informed about the scientific knowledge in the modern world of today. Even the educated parents could not give sufficient time for own their children to complete the home task assignments. Sometimes it is also seen that educated parents could not assist their children in performing any home task assigned to them particularly in mathematics, science and English subjects. It has been noticed that students come out with below average students’
performance badly in above mentioned subjects. Other reasons are that many
schools have not sufficient infrastructural facilities to as well as teachers are
untrained, no fixed school discipline, no school library, no proper guidance and
counselling centre, no special classes for weaker students, no facility in school
campus for co-curricular and extra-curricular activities etc. which add to their
causes of poor academic performance and mental development as such.

6.11 Recommendations of the study

On the basis of the findings the following recommendations are proposed:

1. The school teachers and school administrators should employ:

   i) Conduct special classes for the weaker students.
   ii) Conduct more practical sessions.
   iii) Organize various personality development programmes and
        arrange science exhibitions or local fieldtrips.
   iv) Encourage subjects related group activities.
   v) Conduct remedial teaching.
   vi) The school administrators should be provide installation of
       feedback box inside the classroom.
   vii) Various kinds of awareness camp like- cleanliness, natural hazards
        etc. should be provided by school administrators.
   viii) The regular and sincere students may be encouraged by offering
        rewards and stipends.
   ix) The irregular students with poor attendance, without home-work
        and with poor achievement must not be punished rather the reasons behind
        should be investigated and necessary steps should be taken to motivate
        them.
   x) Conduct of guardians meetings in the school for the various
       development activities of students and schools. Parents, teachers and
       principals must be very particular in maintaining inter-personal relationship
       with the adolescents in order to channelize their energy in right direction.
       They should help the students in making them more socially mature by way
       of giving affection, security, counselling and freedom of decision making in
       order to enhance the academic achievement, social and emotional
       adjustment in the society.
2. On the basis of the results of the study it can be concluded that when any student is encountered with lack of mental health, it can be directly related with lack of emotional maturity or problem in relationship between parents and child. It is suggested that teachers can use diagnostic approach to evaluate the cause. Teacher can look into the matter and provide necessary guidance to both parents and child.

3. It is also suggested to parents to improve their relationship with their children. They need to spend time with children. They are also suggested to co-ordinate with teachers for the development of emotional maturity. Both teachers and parents can work in collaboration for the development of emotional maturity and better parent child relationship. This will help in the improvement in the mental health of adolescents. Good mental health of adolescents is key to their success in future.

4. With a view to developing a sense of responsibility, guardians should provide ample scope to their children to co-operate with other siblings and peers in the neighbourhoods.

5. To provide easily accessible library facilities for intellectual growth and updation of knowledge through books and newspapers.

6. School counsellors are under pressure to assist in the effort to increase student achievement. They can respond to this challenge by working to improve the school climate, using direct interventions such as teaching study skills and involving students in achievement motivation groups, and by increasing the involvement of parents in the educational process.

7. Quality Education is a concern today and therefore the internal processes that ensure quality education is the need of the hour. A good social maturity environment can have good personality because social maturity enhances the personality of a person. The Qualities which reflects from the personality of a student are thus honesty, competency, forward looking, inspiring, intelligent, fair minded, broad minded, courageous straight forward, imaginative and innovative need to be stressed.

8. The most critical time in life is emotional maturity during adolescent years. We learn to love, hate, fear, feel and anger. It is very important that adults influence a child's thinking and actions in a positive manner. Many life decisions happen during the short span of adolescent emotional maturity. Positive emotions
include enthusiasm, joy and love. Emotionally mature adult grows from a childhood where one successfully struggles with failure, disappointment, and a high I.Q. (intelligence, quotient) does not necessarily lead one to develop emotional maturity. Adolescence can be a time of high risk, where new found freedoms can result in decisions that drastically open up or close off life opportunities. So family, peer group, school and society plays an important role in the emotional stability of adolescent and this comes by the emotional maturity of adolescent girls and boys. The following points are recommended develops the emotional maturity of the students:

i) Help the children gain in understanding of their feelings through the use of books, sports and games, puppets, interactive story telling and role-plays.

ii) Teach children to identify and verbalize their feelings, as well as to read the emotional signals from other children and adults.

iii) The students should be helped in realizing his/her emotional strength and weakness.

iv) In order to improve the emotional maturity of the students sharing about group activities, picnics, tours, seminars, group discussion, cultural programme like dancing, singing, dramas, sports, and games should be regularly arranged.

v) Guidance and counselling centres should be started in schools so that the students can be helped to solve educational and emotional problems.

vi) Co-curricular and extra-curricular activities should be given importance in the school campus, so that we can develop emotional maturity among the students.

vii) Parents should create congenial environment at home, which may help the children to be emotionally balanced and have good emotional maturity.

viii) Curriculum of secondary schools should be modified, so that lessons relating to emotional and social skills are given importance in the classroom activities.
ix) Participating in group activities like N.S.S, N.C.C, Scout and Guides and other social activities will ensure the development of emotional maturity.

x) Children should be taught to develop and maintain a positive attitude towards life.

xi) The secondary school time table should be so arranged with provisions for creativity, fine arts, physical exercise, which will definitely pave way for emotional catharsis and social outlooks.

xii) Watch a child's facial expressions, posture, play or art work for signs that a child is experiencing a strong negative emotion. Then offer constructive ways to defuse it, such as painting, dialogue or taking a time out.

xiii) The youths should be trained up to control their emotions and to divert their minds towards constructive activities. This will automatically make them tolerant, co-operative and self-confident.

9. Of late the unrest among youths pose a burning problem. As the government is guardian of the people, so it has got great responsibility to solve it before it is too late. So some suggestions may be made in this regard.

i) By drawing funds from various international financial corporations, the govt. can provide the youths for self-employment and other development Guidance and Counselling centres can also be set-up to activate various programmes.

ii) Free health check-up camp for the students should be provided by government.

iii) To spend the leisure time properly, the government can set up playground, park, community hall, library etc. in each and every area.

iv) Government should provide smart classroom schools for large participation of students.

v) Strict implementation of teacher and students evaluation process.

vi) Teacher orientation camp should be conducted regularly to skills in handling youths appropriately.

So, the school administrator, teachers, parents and government should perform well their roles or duties to the fullest of their potentialities. It is hoped by
doing so it is sure that it will develop the adolescents academically, emotionally and mentally to the fullest extent.

6.12 Suggestions for Further Research

Since improvement and innovations in research have no barriers and no study can be said to end point in itself, the present study reopens many issues and areas for carrying further research. The suggestions can be summarized as below:

1. Studies can be carried out on achievement in relation to personality of students at whole state level.
2. Similar study on senior secondary students between personality and creativity will be a significant area of research.
3. The present study is conducted on class-X students. Similar studies may be undertaken on these variables at the other level/stages of education as well.
4. Studies can be carried out in relation to intelligence and creativity in different communities including minority groups.
5. Studies can be carried out in relation to emotional intelligence and achievement of students on longitudinal basis.
6. Similar study on senior secondary students will be a significant area of research to depict their personality characteristics.
7. In the present study cross sections that have been investigated are male/female, rural/urban and government/private. Many others cross sectional comparison of various other categories of students like poor/rich, home/residence, tribal and non-tribal studying in government/private schools may be carried out.
8. Studies can be carried out in relation to intelligence and emotional maturity with respect to students at secondary level coming from nuclear and joint family structure.
9. A study can also be carried out to see the effect of school environment on the intelligence and emotional maturity.
10. Research should be conducted on causes of low achievement in certain subjects and methods of improving the performance.