Results of the study have already been described and partly interpreted. Now an attempt will be made to discuss the findings of this investigation. In the present work, Academic Achievement has been studied in relation to certain dimensions, like Intelligence, Creativity, Achievement Motivation and Personality Variables. However correlational studies have given some important information. The purpose here is to consider how far the results, as a whole throw light on the objectives that were examined and what could be the implications of the present study.

As already said, the data were first analyzed in order to determine the relationship between scholastic achievement and the 4 independent variables namely Intelligence, Creativity, Achievement Motivation and personality variables, as well as between these independent variables. The relationship between Scholastic Achievement and Intelligence showed that—

Increase of High Achievers, Intelligence has significant relation with Academic Achievement (The alternative Hypothesis (1b) is retained).

Same result has been found in case of Low Achievers (The Alternative Hypotheses (3b) is retained).

In case of Average Achievers no significant relation has been found between Academic Achievement and Intelligence (Null Hypothesis (2a) is retained).

When the three groups considered as a whole, significant relation has been found between Intelligence and Academic Achievement (Alternative Hypothesis (4b) is retained).

In this study, Creativity was one of the important independent variables undertaken. It is evident from the result that—In case of High Achievers Creativity and its component factors have significant relation with Academic Achievement (Alternative Hypothesis (5b) is retained).
Among the inter item correlations of the Creativity and its component factors, all the subfactors are found to be positive and significant except between Verbal Elaboration and Nonverbal Flexibility. In case of Average Achievers, Negative correlation has been found between Academic Achievement and some of the creativity component factors namely V. Fluency, V. Flexibility, V. Originality, V. Elaboration, V. Creativity, Fig Elaboration, Fig Creativity and composite creativity (Null Hypothesis (6a) is retained). Only Fig Fluency, Fig Flexibility and Fig Originality have significant relation with Average Academic Achievement. Among the intercorrelations of the creativity component factors all the subfactors have significant intercorrelation except between Fig Flexibility and Verbal Flexibility as well as between Fig Fluency and Fig Flexibility. (Alternative Hypothesis (6.1.) (b) is retained).

The study also showed that in case of Low Achievers negative correlation has been found between Academic Achievement and Creativity and its component factors (The Null Hypothesis (7a) is retained).

All the interitem correlations among the creativity component factors are found to be positive and significant. (Alternative Hypothesis (7.1.) (b) is retained. When the three groups taken as a whole, significant relation has been found between creativity and academic achievement (So the alternative Hypothesis (8b) is retained.)

In the present study the relation between Academic Achievement and Achievement Motivation was also investigated. In case of High Achievers, Achievement Motivation and its subfactors have negative correlation with Academic Achievement (Null Hypothesis (9a) is retained). Among the Interitem corelations Qach + (Hope of Success) and Qach (Fear of Failure) have significant interitem correlation with Qach (Achievement Motivation). But it is not found to be significant between Qach + [Hope of Success]
and Qach- (Fear of Failure). So the alternative Hypothesis (9.1(b) is retained.

In case of Average Achievers, Achievement Motivation and its subfactors have negative correlation with Academic Achievement. (Alternative hypothesis (10b) is retained. Among the Motivational subfactors, Qach + (Hope of Success) and Qach- (Fear of Failure) have significant interitem correlation with Qach (Achievement Motivation). But it is not found to be significant between Qach + (Hope of Success) and Qach - (Fear of Failure). Alternative Hypothesis (10.1a) is retained.

In case of Low Achievers, significant relation has been found between Qach + (Hope of success) and Academic Achievement. But the relation between Qach (Achievement Motivation) and Academic Achievement as well as between Qach - (Fear of Failure) and Academic Achievement is not found to be significant.

However, when the three groups considered as a whole, none of the Achievement Motivation and its subfactors have significant relation with Academic Achievement. (Null Hypothesis (12a) is retained). Among the interitem correlations of the motivational subfactors Qach + and Qach have significant relations with Qach. So alternative Hypothesis (10.1a) is retained.

The relation between Academic Achievement and Personality Variables were also investigated in the present study.

In case of High Achievers only Empathy has positive and significant relation with Academic Achievement. Among the other variables Ego Ideal, Pessimism Introversion, Need Achievement, all these personality variables have negative correlation with Academic Achievement. They are not significant. Neurotism, self confidence have no correlation with Academic Achievement. So the Null Hypothesis (13.a) is retained.
In case of Average Achievers none of the Personality Variables have significant correlation with Average Academic Achievement. (Null Hypothesis (14a) is retained).

In case of Low Achievers, Academic Achievement has significant relation with Empathy, Self-confidence, Dominance, other Personality Variables namely, Ego Ideal, Passimism, Introversion, Neurotism, Dogmatism have negative relation with Academic Achievement. Alternative Hypotheses (15b) is retained.

When the three groups considered as a whole, Empathy, Self-confidence, Dominance have significant relation with Academic Achievement, Alternative Hypothesis 16b is retained. When we consider the relation between Intelligence and Creativity and its component factors significant finding has been found. They are as follows:

In case of High Achievers, Intelligence has significant relation with Creativity and its component factors, the alternative hypothesis (17a) is retained.

In case of Average Achievers, none of the creativity and its component factors are found to have significant relation with Intelligence and the alternative hypothesis (18b) is retained.

In case of Low Achievers, Intelligence has significant relation with Verbal Flexibility and Verbal Creativity. None of the other creativity factors are found to have significant relation with Intelligence. When the three groups considered as a whole, Intelligence has significant relation with all the creativity and its component factors. So the alternative hypothesis (20a) is retained.

The relation between Intelligence and Achievement Motivation and its subfactors were also investigated in the present study. They were as
follows:

In case of High Achievers, Intelligence has found to be negatively related to Achievement Motivation and its subfactors. (Alternative Hypothesis (21b) is retained).

In case of Average Achievers, same result has been found. (The alternative hypothesis (22b) is retained).

In case of Low Achievers, Intelligence has found to be significant related to Motivational subfactors Qach + (Hope of success). Alternative Hypothesis 23b is retained. But Qach (Achievement Motivation) and Qach- (Fear of Failure) did not turn out to have significant relation with Intelligence. When the three groups taken as a whole, Intelligence have no significant relation with Achievement Motivation and its subfactors (Null Hypothesis (24a) is retained).

The relationship between Intelligence and Personality Variables were also investigated.

In case of High Achievers, Intelligence has significant relation with Empathy, Dominance. But Intelligence is negatively correlated with Ego Ideal, Pessimism, Introversion, Need Achievement. Alternative Hypothesis (25b) is retained. Neurotism, self confidence, dogmatism has no relation with Intelligence.

In case of Average Achievers, none of the Personality Variables have significant relation with Intelligence. (Null Hypothesis (26a) is retained.

In case of Low Achieves, Empathy, Self confidence, Dominance have significant relation with Intelligence. Ego Ideal, Pessimism Introversion, Neurotism, Dogmatism all these personality factors have negative correlation with Intelligence. Alternative Hypothesis (27b) is retained. Need Achievement has no relation with Intelligence. When the three groups taken as a whole, Empathy has significant relation with Intelligence.
Pessimism and Dogmatism are significant and negatively related to Intelligence. Alternative Hypothesis 28(a) is retained.

The relation between Creativity and its component factors and Achievement Motivations were investigated.

In case of High Achievers, all the Creativity component factors have negative correlation with Achievement Motivation. No relation has been found between Composite Creativity and Achievement Motivation. Negative Correlation has been found between Creativity and its component factors and motivational subfactors namely Qach + (Hope of success) and Qach− (Fear of Failure). So the Null Hypothesis (29a) is retained.

In case of Average Achievers, none of the Creativity and its component factors have significant relation with Achievement Motivation. So the Null Hypothesis (30a) is retained.

In case of Low Achievers, none of the Creativity and its component factors have significant relation with Achievement Motivation. None of the creativity component factors have significant relation with Motivational subfactors namely Qach + (Hope of success) and Qach− (Fear of Failure). So the null hypothesis (31a) is retained.

When the three groups taken as a whole, none of the Creativity factors have significant relation with Achievement Motivation and its subfactors, the alternative hypothesis (32b) is retained.

The relation between Creativity and Personality Variables were also investigated. The results showed that—In case of High Achievers (including Rank Achievers). Among the Creativity component factors Verbal Flexibility has significant relation with Dominance. figural Originality has significant relation with Need Achievement. None of the other creativity factors have found to be related with personality variables in case of High Achievers (including Rank Achiever).
In case of Low Achievers, Figural creativity and its component factors and composite creativity exhibit significant relation with Need Achievement. Empathy, Pessimism, Dominance has negative relation with creativity. Alternative Hypothesis (35b) is retained.

When the three groups taken as a whole, Figural creativity and its component factors and Composite Creativity have significant relation with Need Achievement. Negative Correlation has found between Creativity and its component factors and Empathy, Pessimism, Introversion, Self confidence, Dogmatism, and Dominance. Alternative Hypothesis (36b) is retained.

The relation between Achievement Motivation and Personality Variables were investigated in the present study. The results are as follows:

In case of High Achievers, Achievement Motivation has significant relation with need achievement. Empathy, Neurotism have negative relation with Achievement Motivation. None of the other personality factors have significant relation with Achievement Motivation. among the Motivational subfactors Qach + (Hope of success) is positively related to need achievement, self confidence and dogmatism. Qach- (Fear of Failure) is positively related to need Achievement.

In case of Average Achievers, none of the Personality Variables have significant relation with Achievement Motivation. So the Null Hypothesis (38A) is retained. Only Qach- (Fear of Failure) has significant relation with Need Achievement.

In case of Low Achievers, Achievement Motivation has significant relation with Self confidence, and dominance. Other Personality characteristics namely Empathy, Pessimism, Introversion, Neurotism, Need Achievement and Dogmatism have no relation with Achievement Motivation. Qach +
has significant but negative relation with Need Achievement, Qach- has significant but negative relation with Neurotism and has significant and positive relation with self-confidence. So the alternative hypothesis is accepted. When the three groups taken as a whole, Qach (Achievement Motivation) has found to be negatively related with Neurotism. On the other hand, Ego Ideal, Need Achievement, Self confidence, Dominance are found to have significant and positive relation with Qach (Achievement Motivation). Qach + (Hope of Success) is positively related to Empathy. None of the other personality variables are found to be significantly related to Qach + (Hope of Success). Qach- (Fear of Failure) has negative and significant relation with Neurotism. Need Achievement and Self confidence are found to be positively related to Qach- (Fear of Failure).

Results on Univariate analysis showed that the four groups namely Rank Achievers, High, Average and Low Achievers significantly differ with respect to Intelligence, Creativity and its component factors and some of the Personality variables. The results are stated below.

When we consider the Intelligence, the four groups differ significantly. So the Alternative Hypothesis is retained.

In case of Creativity and its component factors, the four groups differ with respect V-Fluency, F-Flexibility, V-Originality, V-Elaboration, V-Creativity, F-Fluency, F-Flexibility, Fig Originality, Fig Elaboration, Fig Creativity and composite creativity. So the alternative Hypothesis is retained.

The four groups do not differ with respect to Achievement Motivation and its subfactors namely Hope of Success and Fear of Failure. So the Null Hypothesis is retained.

In case of Personality Variables the four groups differ with respect to certain personality characteristics namely Empathy, Pessimism, Dogmatism
and Dominance. So the alternative Hypothesis is retained.

But the four groups do not differ with respect to Ego Ideal, Neurotism, Introversion, Need Achievement and Self-Confidence. Here the Null Hypothesis is retained.

Results of Multivariate analysis showed that the four groups namely Rank Achievers and High, Average and Low Academic Achievers as a whole significantly differ when we have taken together all the 24 variables of the 4 test Intelligence, Creativity, Achievement Motivation and Personality. So the alternative Hypothesis is retained.

Simple Linear Regression analysis reveals significant contribution of Intelligence, Creativity, and some of the Personality Variables on Academic Achievement. Findings are given below.

In case of High Achievers, Intelligence has found to be significant predictor of Academic Achievement. Some result has found in case of Average and Low Achievers. When we consider the three groups as a whole, Intelligence has significant impact on Academic Achievement. So the alternative Hypothesis is retained.

Creativity and its component factors:

In case of High Achievers Creativity is found to be significant predictor of Academic Achievement. So the alternative Hypothesis is retained. Some result has found when we consider the three groups as a whole. Here also, the alternative hypothesis is retained.

But Creativity has found to have minimum impact on Academic Achievement of the Average and Low Achievers.

Achievement Motivation and its subfactors:

In case of High Achievers, Achievement Motivation and its subfactors have significant contribution on Academic Achievement. So the alternative Hypothesis is retained. Some result has been found when we consider the three groups as a whole. Here also alternative Hypothesis
is retained.

In case of Aveage Achievers, and Low Achieves, Achievement Motivation and its subfactors have a minimum contribution on Academic Achievement. So, Null Hypothesis is retained.

**Personality Variables:**

In case of High Achievers, Personality variables have minimum contribution on Academic Achievement. In case of Average and Low Achievers also, some result has been found. But when we consider the three groups as a whole, Personality variables are found to be significant predictors of Academic Achievement.

The Relative Contribution of Intelligence, Creativity, Achievement Motivation and Personality Variables as a whole on the Academic Achievement is also investigated in the present study.

In case of High Achievers, the Multiple Regression Analysis revealed that Intelligence, Creativity, Achievement Motivation and Personality variables as a whole are significant predictors of Academic Achievement. Some result has been observed in case of Low Achievers and three groups as a whole. So the alternative Hypothesis is retained.

In case of Average Achievers all these variables as a whole have relatively minimum contribution on academic achievement.

The results were also analysed by making a comparison between Rank Achievers and High Achievers on various dimensions. The t test result revealed that Rank Achievers are significantly differed from the High Achievers with respect to Intelligence. Rank Achievers are high in Intelligence than the High Achievers. So the alternative Hypothesis is retained. Among the Creativity and its component factors Rank Achievers are significantly differed from the High Achievers with respect to Verbal Fluency, Verbal Flexibility, Verbal Originality, Verbal Elaboration, Verbal Creativity,
Figural Fluency, Figural Elaboration, Figural Creativity and Composite Creativity. In all these creativity, component factors Rank Achievers are found to be high than High Achievers. So the alternative Hypothesis is retained. No significant difference was obtained in case of Figural Flexibility and Figural Originality. Null Hypothesis is retained. The result also show that no significant difference has found between Rank Achievers and High Achievers with respect to Achievement Motivation. Qach and its sub-factors namely Qach + (Hope of Success) and Qach- (Fear of Failure). So the Null Hypothesis is retained. Among the Personality Variables, Rank Achievers and High achievers significantly differed with respect to Empathy. So the alternative Hypothesis is retained. These two groups did not differ with respect to Ego Ideal, Pessimism, Introversion, Neurotism, Need Achievement, Self-Confidence, Dogmatism and Dominance. So the Null Hypothesis is retained.

Lastly the results were analyzed by making a comparison between three groups (High, Average and Low Achievers) on various dimension. It has been observed that High achievers are significantly differed from the Average and Low Achievers in respect to Intelligence. Average Achievers also show significant difference from Low Achievers. So the alternative Hypothesis is retained.

Regarding Creativity and its component factors it has been found that High Achievers differed from Average Achievers and all most all variables except Fig-Fluency and Fig-Flexibility. However High Achievers are significantly different from Low Achievers with respect to all the creativity component factors. The Average Achievers were also found to be significantly different from the Low Achievers in this dimension. So the alternative Hypothesis is retained.
Regarding Achievement Motivation and its subfactors no significant difference has been found between High and Average Achievers, High and Low Achievers, Average and Low Achievers.

Regarding Personality Variables, High Achievers and Average Achievers did not differ with respect to Personality Variables. High Achievers differed from Low Achievers with respect to Empathy. Average and Low Achievers did not differ with respect to Personality Variables.