CHAPTER IV: IMPLICATIONS AND OVERVIEW
Any research is much more meaningful if it has some practical implications. The findings of the present study suggest that Rank Achievers and High achieving male students are high in Intelligence, than the Average and Low achievers. Among the creativity and its component factors they are high in V. Fluency, V. Flexibility, V. originality, V. Elaboration, V. Creativity, Fig Fluency, Fig Flexibility, Fig originality, Fig Elaboration, Fig Creativity and composite creativity in comparison to Average and Low Achievers. Among the Personality Variables they are high in Empathy. They are more dominant than the other two groups. All these characteristics mentioned here are more akin to the innate capabilities.

How to identify and improve Scholastic performance at all levels of the educational process is one of the most pressing problems of today. Education system of recent times has been developed for proper utilization of Intelligence, i.e. convergent thinking abilities. The methods have undergone changes from time to time according to the necessities and experience gained in the past. The need today is to provide facilities in the educational system such that Low Academic Achievers also blossom along with convergent production. There is no doubt that there has been considerable improvement in the standards of utilization of Intelligence through educational methods. It can be presumed that the scholastic abilities possessed by a person can be improved by training of the mind to attain educational goals.

Our education system has very little scope for the natural creative potential of the young to be blossomed. Any attempt to enhance creativity in schools should start from identification of potentially creative students. Children are usually born with some creative abilities. But during the process of gaining maturity and entering into adolescence, they are often
deprived of the freedom of thinking and execution of ideas. In fact, in some cases the teachers and also the guardians who believe in the traditional educational system, consider such children as troublesome. They are often neglected and sometimes even punished. Not being encouraged in freedom to think and execute different ideas, often their natural ability in this matter is worn out. The findings of this study show that Rank Achievers are more creative than High Achievers. It is at this stage that the role of teacher becomes very important. Their proper guidance and care will help these students to attain creative goals.

To develop motivational capacities of children what we need to do is to bring about a change in the role of teachers and the general atmosphere in the classrooms. Negative attitude towards the low Achievers must be changed. The classroom shall have to change into places where criticism and justification of authority which is prevailing there today should be avoided, where the teachers shall be consciously attempting to develop a climate in which students feel free to ask questions, guess and express themselves without fear of punishment. Through encouragement, acceptance and respect for the students responses, an atmosphere should be created which would be generally responsive in developing scholastic interest of the students.

The role of the teacher and school climate is very important here. Typically, young adolescents complain about school in general and about restrictions homework, required courses and the way the school is run. There are three types of students who have little interest in education and who usually dislike school. They are, first, students whose parents have unrealistic high aspirations for their academic, athletic or social achievements and who are constantly providing them to came up to this
goals (Kerckhoff & Huff, 1974). The second type are those who find little acceptance among their classmates and who, as a result, feel that they are missing out on the fun their agemates are having in extracurricular activities (Beelick, 1973). Thirdly, early matures who feel conspicuously large among their classmates and who, because they look older than they actually are, often expected to do better academic work than they are capable of (Danies, 1977).

Students who have little interest in education usually show their lack of interest in the following ways. They became underachievers, working below their capacities in all school subjects or in the subjects they lack interest in. The role of the teacher is very important here. A teacher can help the students in nurturing his potentials. It is a two fold task for the teacher. He will have to eliminate, at least reduce frustration and antiattitude towards education. Strict discipline and at the same time activate, promote and support students with openness to various experiences this may result in fostering positive attitude towards study. The teacher should be trained such that they have warmth for their students, make children open to varied experiences and most important to encourage and satisfy their curiosity which may lead to nurturance of their abilities.

Findings of this study show that most of the Rank Achievers and High Achievers come from A category school. So it can be stated that, school climate has significant contribution on good Academic performance. The role of parents cannot be ignored here. the curiosity of the children should not be curbed by authoritarian leadership and strict discipline. Rather it is the liberal attitude and encouraging environment which helps the students to foster their abilities. Several recent studies suggest that children of highly involved parents feel more competent, display greater
control understanding and have more autonomous academic motivational orientation than those children of less involved parents (Grolnick Ryan Deci 1991)

Thus today's education system needs the help and cooperation of teachers, school authorities, parents.

SUGGESTIONS FOR FURTHER RESEARCH

A lot of work in this topic has been done abroad and an intensive work is going on in India too. There is still much scope for further research in this field. From the present study a few suggestions may be given for further research. This research has been carried out with only male students. Female students should be taken into account for further research.

One of the areas which needs investigation is Academic Achievement and its relation to study habit. Whether study-habit contribute more on Academic performance or not is still a debatable issue. Studies can be carried out to explore how students motivation of learning can be enhanced by their home and classroom environment. Whether children's perception of their parents and involvement with their parents have any significant impact on Academic Achievement can also be tested. Several research programmes can be carried out in order to determine whether variables such as parental belief systems, expectations, styles and behavior pattern are related to academic outcomes or not.

In this study the students of similar socioeconomic status were taken. An attempt could be made to include students from various economic and cultural backgrounds. Academic achievement, no doubt is influenced by a number of environmental factors including psycho-social factors.

In India, studies on Academic Achievement of different castes including
scheduled caste and non-scheduled caste may throw light on the difference in their abilities if any.

Comparative study could be done on tribal, rural and Urban students. This would help to understand the difference if any between such students. Cross-cultural studies from different countries could be done which throw light on some unified aspect of Academic performance.