Chapter – V
Findings, Conclusions and Suggestions for Further Research
FINDINGS, CONCLUSIONS AND SUGGESTIONS FOR FURTHER RESEARCH WORK

Hypothesis - 1
There is no significant relationship between Personality and Scholastic Achievement of Science Students of Senior Secondary classes.

SCIENCE STUDENTS
As per table 7.1, no significant correlation is found between personality and scholastic achievement of science students of senior secondary classes. Hence Hypothesis 1 is accepted.

But when the data is divided into different groups the following results are obtained:

SCIENCE BOYS
a. Significant positive correlation exists between PF G and scholastic achievement in case of boys from schools in rural areas as per table 7.3, indicating that conscientious, rule bound and responsible boys from these schools show higher scholastic achievement than the ones who are expedient, casual and evade rules.

b. As per table 7.3, significant positive correlation has been found between PF C and scholastic achievement at both the levels. This suggests that the boys belonging to schools in rural areas who are emotionally stable, realistic, calm and mature show higher scholastic achievement than the ones who are emotionally less stable.

c. The coefficient of correlation between PF E and scholastic achievement in case of boys from schools in rural areas is positively significant at 0.05 level as per table 7.3. This suggests that the boys from these schools who are assertive and self assured are high on scholastic achievement as compared to the ones who are humble, mild, accommodating and dependant.

d. The coefficient of correlation between PF N and scholastic achievement is negatively significant at both the levels (table 7.3), suggesting that simple, natural and forthright boys from schools in rural areas show higher scholastic achievement than the shrewd, worldly wise, polished and experienced ones.

e. The value of coefficient of correlation of PF A and scholastic achievement as per table 7.6, is positively significant at 0.05 level. This indicates that the boys from government schools in rural areas who are outgoing, easy going, warm hearted,
emotionally expressive, cooperative and good natured show higher scholastic achievement vis a vis the ones who are reserved, detached, critical and cool.

f. The value of coefficient of correlation between PF H and scholastic achievement is positively significant at both the levels as per table 7.6, indicating that the boys belonging to government schools in rural areas who are venturesome, socially bold, spontaneous and ready to try new things are higher on scholastic achievement as compared to the shy, timid, restrained and defendant boys from these schools.

g. PF A and scholastic achievement are negatively correlated with each other as per table 7.4, indicating that the boys from schools in urban areas who are reserved, detached, critical and cool show higher scholastic achievement as compared to the outgoing, warm hearted and adaptable boys from these schools.

h. As per table 7.4 the value of coefficient of correlation between PF B and scholastic achievement is negatively significant at both the levels. This indicates that the boys from schools in urban areas who possess concrete thinking show better scholastic achievement vis a vis the ones possessing abstract thinking.

i. Significant negative correlation has been found at both the levels between PF C and scholastic achievement (table 7.4) suggesting that the boys from schools in urban areas who are emotionally less stable show high scholastic achievement than ones who are emotionally stable, who face reality and are calm and mature.

j. The coefficient of correlation between PF G and scholastic achievement in case of boys from schools in urban areas is negatively significant at both the levels as per table 7.4. This suggests that the boys from urban schools who are expedient, who evade rules and who are having weaker super ego strength show higher scholastic achievement than the ones who are conscientious, rule bound and having stronger super ego strength.

k. The value of coefficient of correlation between PF N and scholastic achievement is negatively significant at both the levels as per table 7.4 suggesting that the boys from schools in urban areas, who are simple, natural and forthright, show higher scholastic achievement than the ones who are shrewd, worldly, polished and experienced.

l. Significant positive correlation has been found at both the levels between PF Q1 and Scholastic Achievement (table 7.4) suggesting that the boys from schools in urban
areas who are experimenting, critical, analytical and free thinking, show higher scholastic achievement than those who are conservative and respect established ideas.

m. Significant positive correlation is found between PF Q4 and scholastic achievement in case of boys at 0.01 level of significance as per table 7.4 suggesting that the boys from schools in urban areas and belonging to this group, who have high ergic tension, are excitable, impatient and restless show higher scholastic achievement as compared to relaxed, composed and satisfied boys from urban schools.

n. Significant negative correlation exists between PF I and scholastic achievement at both the levels as per table 7.4. This indicates that the boys from schools in urban areas who are tough minded, independent, responsible and realistic show higher scholastic achievement vis a vis the ones who are tender minded, dependant, over protected and sensitive.

o. The coefficient of correlation between PF L and scholastic achievement in case of boys from schools in urban areas is negatively significant as per table 7.4. This indicates that the boys from schools in urban areas who are trusting and adaptable show higher scholastic achievement vis a vis the suspicious and self-opinionated boys.

p. As per table 7.7, coefficient of correlation between PF Q3 and scholastic achievement is negatively significant. This indicates that boys from non-government schools in urban areas who are careless of protocols and follows own urges show higher scholastic achievement vis a vis socially precise and controlled boys from these schools.

q. As per table 7.8 the value of coefficient of correlation between PF Q2 and scholastic achievement is positively significant suggesting that self sufficient boys from government schools in urban areas show higher level of scholastic achievement than the ones who are dependant on others.

r. The coefficient of correlation between PF N and scholastic achievement is negatively significant (table 7.8), suggesting that simple, natural and forthright boys from government schools in urban areas show higher scholastic achievement than the shrewd, worldly wise, polished and experienced boys.
SCIENCE GIRLS

a. The coefficient of correlation between PF B and scholastic achievement in case of girls from science stream is positively significant (table 7.9). This indicates that the more intelligent and bright girls from science stream show higher scholastic achievement than the less intelligent girls.

b. The correlation score of PF H and scholastic achievement in case of girls is negatively significant (table 7.9), suggesting that those girls from science stream who are shy, restrained and timid show higher scholastic achievement vis a vis the ones who are sociable, bold, venturesome and ready to try new things.

c. Significant positive correlation exists between PF Q2 and scholastic achievement in case of girls from schools in rural areas (table 7.10). This suggests that the self sufficient and resourceful girls are higher on scholastic achievement as compared to group dependant girls from these schools.

d. Significant negative correlation exists between PF E and scholastic achievement at both the levels (table 7.11). It suggests that the girls belonging to science stream from schools in urban areas who are humble, mild and dependant show higher scholastic achievement as compared to the ones who are assertive, independent and aggressive.

e. As per table 7.11 the value of coefficient of correlation between PF Q2 and scholastic achievement is positively significant suggesting that self sufficient girls from schools in urban areas show higher level of scholastic achievement than the ones dependant on others.

f. The correlation score of PF Q3 with scholastic achievement indicates significant positive correlation (table 7.11), suggesting that the controlled and socially precise girls belonging to science stream from schools in urban areas show higher scholastic achievement than careless of protocol and undisciplined girls from urban schools.

g. As per table 7.13, the coefficient of correlation between PF B and scholastic achievement is positively significant. This indicates that the girls belonging to science stream from government schools in rural areas who are intelligent, bright, fast learners and possess abstract thinking have higher scholastic achievement as compared to the ones who are less intelligent, slow learners and dull.
h. The coefficient of correlation between PF H and scholastic achievement in case of girls from government schools in rural areas is negatively significant (table 7.13), suggesting that the girls from this group who are shy and withdrawn show higher scholastic achievement vis a vis the girls who are tender minded and artistic.

i. As per table 7.13, coefficient of correlation between PF Q3 and scholastic achievement is negatively significant at both the levels. This indicates that girls from government schools in rural areas, who are careless of protocols and follow own urges show higher scholastic achievement vis a vis socially precise and controlled ones.

j. The coefficient of correlation between PF E and scholastic achievement in case of girls from non-government schools in urban areas belonging to science stream is negatively significant (table 7.14). This indicates that the girls from this group who are humble, mild, accommodating, dependant and confirming show higher scholastic achievement than the ones who are assertive, aggressive, independent and stubborn.

k. As per table 7.15 the coefficient of correlation between PF E and scholastic achievement in case of girls from government schools in urban areas is negatively significant at 0.05 level of significance, indicating thereby that the girls from this group who are mild, accommodating, dependant and humble show higher scholastic achievement vis a vis assertive, independent and self assured girls.

l. Significant positive correlation exists between PF Q4 and scholastic achievement in case of girls from government schools in urban areas at both the levels (table 7.15). This suggest that the girls belonging to this group who have high ergic tension and who are excitable, impatient and restless show higher scholastic achievement as compared to the relaxed, composed and satisfied girls.

Hypothesis – 2

Personality and Scholastic Achievement of Arts Students of Senior Secondary Classes do not have a significant relationship.

ARTS STUDENTS

No significant correlation is found between personality and scholastic achievement of students belonging to Arts stream. (Table 8.1)

So Hypothesis 2 is accepted.
But when the data is divided into different groups the following results are obtained:

**ARTS BOYS**

a. Significant positive correlation is found between PF B and scholastic achievement in case of boys (table 8.2), indicating that the boys who are more intelligent and bright show higher scholastic achievement than the less intelligent ones.

b. As per table 8.2 the value of coefficient of correlation between PF I and scholastic achievement in case of boys is positively significant suggesting that the boys who are tender minded, artistic and sensitive show higher scholastic achievement vis a vis the tough minded and self reliant ones.

c. The coefficient of correlation between PF Q4 and scholastic achievement in case of boys belonging to arts stream is negatively significant (table 8.2). This indicates that relaxed, unfrustrated, satisfied and composed boys belonging to this group show higher scholastic achievement than tense, frustrated, and impatient boys.

d. Significant positive correlation has been found between PF C and scholastic achievement at both the levels of significance (table 8.3) suggesting that the boys from schools in rural areas who are emotionally stable, face reality are calm and mature show higher scholastic achievement than emotionally less stable boys.

e. As per table 8.3 the value of coefficient of correlation between PF B and scholastic achievement in case of boys from schools in rural areas is positively significant at 0.05 level. This indicates that the boys who are more intelligent and bright show higher scholastic achievement than the less intelligent ones.

f. The coefficient of correlation between PF Q2 and scholastic achievement in case of boys belonging to arts stream from schools in rural areas is negatively significant (table 8.3). This indicates that the boys from this group who are dependant on group and sound followers show higher scholastic achievement than those who are self sufficient and prefer own decisions.

g. Significant positive correlation is found between PF Q3 and scholastic achievement (table 8.3). This indicates that the self controlled and socially precise boys from schools in rural areas show higher scholastic achievement vis a vis undisciplined ones.

h. As per table 8.4 the coefficient of correlation between PF O and scholastic achievement is negatively significant at both the levels of significance. This correlation
score suggests that self asserted and confident boys belonging to arts stream from urban schools show higher scholastic achievement than apprehensive, worrying and depressing ones.

i. As per table 8.5 the coefficient of correlation between PF O and scholastic achievement is positively significant at 0.05 level of significance, suggesting that the boys belonging to arts stream from non-government schools in rural areas who are apprehensive and moody show higher scholastic achievement than the boys who are placid and self assured.

j. The coefficient of correlation between PF B and scholastic achievement in case of boys from government schools in rural areas is positively significant at both the levels (table 8.6). This indicates that the boys who are more intelligent and bright show higher scholastic achievement than those who are less intelligent.

k. The value of coefficient of correlation between PF H and scholastic achievement is positively significant at 0.05 level (table 8.7), indicating that the boys from non-government schools in urban areas who are venturesome and socially bold show higher scholastic achievement as compared to those who are shy, timid and restrained.

ARTS GIRLS

a. Significant positive correlation exists between PF G and scholastic achievement in case of girls as per table 8.9, indicating that conscientious, rule bound and responsible girls from this group show higher scholastic achievement than the ones who are expedient, casual and who evade rules.

b. The coefficient of correlation between PF E and scholastic achievement in case of girls from schools in rural areas is positively significant (table 8.10), indicating that assertive and self assured girls from this group are higher on scholastic achievement than humble, mild and accommodating girls from the same group.

c. As per table 8.10, the value of coefficient of correlation between PF F and scholastic achievement in case of girls from schools in rural areas is positively significant, suggesting that girls from this group who are enthusiastic, active, happy-go-lucky and cheerful are higher on scholastic achievement vis a vis those who are sober, pessimistic and serious.
d. Significant positive correlation is found at both the levels between PF G and scholastic achievement in case of girls from schools in rural areas (table 8.10), indicating that conscientious, rule bound and responsible girls from this group show higher scholastic achievement than the ones who are expedient, casual, and evade rules.

e. PF I and scholastic achievement are positively correlated at both the levels of significance (table 8.10), indicating that the girls from schools in rural areas who are tender minded, artistic and sensitive show higher scholastic achievement vis a vis the ones who are tough minded and self reliant.

f. As per table 8.10, the value of coefficient of correlation between PF L and scholastic achievement is positively significant indicating that the girls from schools in rural areas who are suspicious, self opinionated and unconcerned about other members show higher scholastic achievement vis a vis the ones who are trusting, uncompetitive, concerned about other people and free of jealously.

g. The coefficient of correlation between PF O and scholastic achievement is positively significant (table 8.10) suggesting thereby that apprehensive and moody girls from schools in rural areas show higher scholastic achievement than those who are placid and self assured.

h. PF N and scholastic achievement are positively correlated (table 8.10), indicating that the girls from schools in rural areas who are shrewd, calculating and worldly show higher scholastic achievement as compared to natural, sentimental and forthright girls.

i. Significant negative correlation is found between PF N and scholastic achievement at both the levels (table 8.11) suggesting that the girls belonging to arts stream from schools in urban areas who are simple, natural and forthright show higher scholastic achievement as compared to the shrewd, worldly, polished and experienced ones.

j. PF A and scholastic achievement are negatively correlated with each other at both the levels (table 8.11), indicating that the girls from schools in urban areas who are reserved, detached, critical and cool show higher scholastic achievement as compared to the outgoing, warm hearted and adaptable girls.

k. As per table 8.11 the value of coefficient of correlation between PF B and scholastic achievement is negatively significant at both the levels. This indicates that girls from
schools in urban areas who possess concrete thinking show better scholastic achievement vis a vis the ones possessing abstract thinking.

1. The value of coefficient of correlation between PF F and scholastic achievement is negatively significant (table 8.11), suggesting thereby that the girls from schools in urban areas who are sober, serious and introspective show higher scholastic achievement than those who are enthusiastic, talkative and careful.

m. Significant negative correlation exists between PF I and scholastic achievement at both the levels (table 8.11). This indicates that the girls belonging to arts stream in urban schools who are tough minded, independent, responsible and realistic show higher scholastic achievement vis a vis the girls who are tender minded, dependant, over protected and sensitive.

n. As per table 8.12 the value of coefficient of correlation of PF A and scholastic achievement is positively significant. The results indicate that the girls belonging to arts stream from non-government schools in rural areas who are outgoing, easy going, warm hearted, emotionally expressive, cooperative and good natured show higher scholastic achievement vis a vis the girls who are reserved, detached, critical and cool.

o. Significant positive correlation is found between PF I and scholastic achievement at both the levels in case of girls from non-government schools in rural areas (table 8.12). This indicates that the girls from this group who are tender minded, artistic and sensitive show higher scholastic achievement vis a vis tough minded and self reliant girls.

p. The coefficient of correlation between PF L and scholastic achievement in case of girls from non-government schools in rural areas is positively significant at 0.05 level (table 8.12). This indicates that the girls from non-government schools in rural areas who are suspicious, self opinionated and unconcerned about other members show higher scholastic achievement vis a vis the ones who are trusting, uncompetitive, concerned about other people and free of jealousy.

q. Significant positive correlation is found between PF N and scholastic achievement in case of girls belonging to arts stream from non-government schools in rural areas at both the levels (table 8.12), suggesting that the girls who are shrewd, calculating and
worldly show higher scholastic achievement than natural, sentimental and forthright girls.

r. The coefficient of correlation between PF Q3 and scholastic achievement is positively significant (table 8.12), indicating that self controlled and socially precise girls from non-government schools in rural areas show higher scholastic achievement as compared to the undisciplined ones.

s. The value of coefficient of correlation between PF Q4 and scholastic achievement is negatively significant (table 8.12). This indicates that the girls from non-government schools in rural areas who are relaxed, unfrustrated and satisfied show higher scholastic achievement as compared to the tense, frustrated, excitable and restless girls.

t. As per table 8.13 the value of coefficient of correlation between PF E and scholastic achievement in case of girls belonging to arts stream from government schools in rural areas is positively significant at 0.05 level. This suggests that the girls from this group who are assertive and self assured are higher on scholastic achievement as compared to the ones who are humble, mild, accommodating and dependant.

u. Significant positive correlation is found between PF O and scholastic achievement as per table 8.13, suggesting hereby that the girls from government schools in rural areas who are apprehensive and moody show higher scholastic achievement than the placid and self assured ones.

v. As per table 8.15 the value of coefficient of correlation between PF H and scholastic achievement is positively significant. This indicates that venturesome and socially bold girls from government schools in urban areas show higher scholastic achievement as compared to shy, timid and restrained girls.

Hypothesis – 3

Personality and Scholastic Achievement of Commerce Students of Senior Secondary Classes do not have a significant relationship.

COMMERCE STUDENTS

The value of coefficient of correlation between PF O and scholastic achievement is (table 9.1) positively significant at both the levels of significance. There exists a significant correlation between PF O and scholastic achievement of students belonging to commerce
stream from senior secondary classes suggesting that the students from this group who are apprehensive and moody show higher scholastic achievement. **So Hypothesis 3 is rejected.**

But when the data is divided into different groups the following results are obtained:

**COMMERCE BOYS**

a. As per table 9.2 the value of coefficient of correlation between PF B and scholastic achievement is negatively significant at both the levels. This indicates that the boys who possess concrete thinking show better scholastic achievement vis a vis the ones possessing abstract thinking.

b. As per table 9.2 significant negative correlation have been found between PF C and scholastic achievement at both the levels. This suggests that emotionally less stable boys show high scholastic achievement than the ones who are emotionally stable who face reality and are calm and mature.

c. The value of coefficient of correlation between PF G and scholastic achievement in case of boys is negatively significant (table 9.2) at both the levels. This suggests that boys, who are expedient, evade rules, and who are having weaker super ego strength show higher scholastic achievement than the boys who are conscientious, rule bound and are having stronger super ego strength.

d. As per table 9.2 the coefficient of correlation between PF M and scholastic achievement is negatively significant, suggesting that practical, careful and conventional boys show higher scholastic achievement as compared to boys who are imaginative and unconventional.

e. The value of coefficient of correlation between PF E and scholastic achievement in case of boys belonging to commerce stream from schools in rural areas is negatively significant (table 9.3), suggesting that humble, mild, accommodating and dependant boys are high on scholastic achievement as compared to assertive and self assured ones.

f. As per table 9.3 the coefficient of correlation between PF N and scholastic achievement is positively significant at 0.05 level in case of boys from schools in rural areas. This suggests that shrewd, calculating, worldly boys show higher scholastic achievement than those who are natural, sentimental and forthright.
g. Significant positive correlation is found between PF H and scholastic achievement at both the levels (table 9.4). This indicates that the boys belonging to commerce stream from schools in urban areas who are venturesome and socially bold show higher scholastic achievement as compared to shy, timid and restrained boys.

h. The coefficient of correlation between PF F and scholastic achievement in case of boys from schools in urban areas is positively significant (table 9.4) suggesting that enthusiastic, active, happy-go-lucky and cheerful boys are higher on scholastic achievement as compared to those who are sober, pessimistic and serious.

i. The coefficient of correlation between PF G and scholastic achievement in case of boys from schools in urban areas is negatively significant at both the levels (table 9.4). This suggests that the boys from this group who are expedient, who evade rules, and ones having super ego strength show higher scholastic achievement than those who are conscientious, rule bound and having stronger super ego strength.

j. The value of coefficient of correlation between PF L and scholastic achievement in case of boys from schools in urban areas is positively significant at 0.05 level (table 9.4). This indicates that the boys from schools in urban areas who are suspicious, self opinionated and unconcerned about other members show better scholastic achievement vis a vis the ones who are trusting, uncompetitive, concerned about other people and free of jealously.

k. As per table 9.4, the value of coefficient of correlation between PF Q3 and scholastic achievement is positively significant. This indicates that the boys from schools in urban areas who are self controlled and socially precise show better scholastic achievement vis a vis undisciplined ones.

l. Significant positive correlation is found between PF Q4 and scholastic achievement in case of boys at 0.01 level of significance (table 9.4), suggesting that the boys from schools in urban areas who have high ergic tension, are excitable, impatient and restless show higher scholastic achievement as compared to relaxed, composed and satisfied boys.

m. Significant negative correlation has been found between PF C and scholastic achievement (table 9.5) suggesting that the boys belonging to commerce stream from non-government schools in rural areas who are emotionally less stable show higher...
scholastic achievement than ones who are emotionally stable, face reality and are calm and mature.

n. The coefficient of correlation between PF E and scholastic achievement in case of boys from non-government schools in rural areas is negatively significant (table 9.5) indicating that humble, mild, accommodating and dependant boys of this group are higher on scholastic achievement as compared to the ones who are assertive and self assured.

o. As per table 9.5 the coefficient of correlation between PF F and scholastic achievement is negatively significant indicating that sober, serious and introspective boys from non-government schools in rural areas show higher scholastic achievement than those who are enthusiastic, talkative and cheerful.

p. The coefficient of correlation between PF G and scholastic achievement in case of boys from non-government schools in rural areas is negatively significant at 0.05 level (table 9.5), suggesting that the boys from this group who are expedient, who evade rules and are having weaker super ego strength show higher scholastic achievement than those who are conscientious, rule bound and having stronger super ego strength.

q. As per table 9.5 the coefficient of correlation between PF H and scholastic achievement is negatively significant. This indicates that shy, timid and restrained boys from non-government schools in rural areas show higher scholastic achievement as compared to venturesome and socially bold ones.

r. PF N and scholastic achievement in case of boys from non-government schools in rural areas are positively correlated (table 9.5), indicating that the boys from this group who are shrewd, calculating and worldly show higher scholastic achievement as compared to the natural, sentimental and forthright ones.

s. The coefficient of correlation between PF F and scholastic achievement in case of boys belonging to commerce stream from government schools in rural areas is positively significant (table 9.6) suggesting that enthusiastic, active, happy-go-lucky and cheerful boys from this group are higher on scholastic achievement as compared to the boys who are sober, pessimistic and serious.

t. The value of coefficient of correlation between PF L and scholastic achievement in case of boys is positively significant at both the levels (table 9.6). This indicates that
the boys from government schools in rural areas who are suspicious, self opinionated, unconcerned about other members show higher scholastic achievement vis-a-vis the ones who are trusting, uncompetitive, concerned about other people and free of jealously.

u. As per table 9.6 the coefficient of correlation between PF N and scholastic achievement in case of boys from government schools in rural areas is positively significant at 0.05 level. This suggests that the shrewd, calculating and the worldly boys from this group show higher scholastic achievement than those who are natural, sentimental and forthright.

v. Significant positive correlation have been found between PF Q1 and scholastic achievement (table 9.6) suggesting that the boys from government schools in rural areas who are experimenting, critical, analytical and free thinking show higher scholastic achievement than those who are conservative and respect established ideas.

w. The value of coefficient of correlation between PF H and scholastic achievement is positively significant (table 9.7) indicating that the boys belonging to commerce stream from non-government schools in urban areas who are venturesome, socially bold, spontaneous and ready to try new things are higher on scholastic achievement as compared to the shy, timid, restrained and defendant boys.

x. As per table 9.8 significant negative correlation have been found between PF C and scholastic achievement. This suggests that the emotionally less stable boys belonging to commerce stream from government schools in urban areas show higher scholastic achievement than the ones who are emotionally stable, who face reality and are calm and mature.

y. Significant positive correlation has been found between PF Q1 and scholastic achievement (table 9.8) suggesting that the boys from government schools in urban areas who are experimenting, critical, analytical and free thinking show better scholastic achievement than those who are conservative and respect established ideas.

**COMMERCE GIRLS**

a. The coefficient of correlation between PF B and scholastic achievement in case of the girls belonging to commerce stream is positively significant at both the levels (table
This indicates that the girls from this group who are more intelligent and bright show higher scholastic achievement than those who are less intelligent.

b. The value of coefficient of correlation between PF F and scholastic achievement in case of girls is positively significant at both the levels (table 9.9). This suggests that girls belonging to this group who are enthusiastic, active, happy-go-lucky and cheerful are higher on scholastic achievement as compared to sober, pessimistic and serious girls.

c. As per table 9.9 the coefficient of correlation between PF L and scholastic achievement in case of girls is negatively significant at both the levels. This indicates that the girls belonging to this group who are trusting and adaptable show higher scholastic achievement vis a vis the suspicious and self-opinionated ones.

d. Significant positive correlation is found between PF M and scholastic achievement in case of girls at both the levels (table 9.9), suggesting that girls who are imaginative and unconventional show higher scholastic achievement as compared to practical, careful and conventional ones.

e. The value of coefficient of correlation between PF O and scholastic achievement is positively significant at 0.05 level (table 9.9). This suggests that the girls from this group who are apprehensive and moody show higher scholastic achievement than those who are placid and self assured.

f. As per table 9.9, coefficient of correlation between PF Q3 and scholastic achievement is positively significant at 0.05 level of significance. This indicates that self controlled and socially precise girls show higher scholastic achievement vis a vis the undisciplined ones.

g. As per table 9.10 the value of coefficient of correlation between PF N and scholastic achievement is negatively significant at both the levels suggesting that the girls belonging to commerce stream from schools in rural areas who are simple, natural and forthright show higher scholastic achievement than the ones who are shrewd, worldly, polished, and experienced.

h. The coefficient of correlation between PF B and scholastic achievement in case of girls belonging to commerce stream from schools in urban areas is positively significant at both the levels (table 9.11). This indicates that the girls from this group who are more
intelligent and bright show higher scholastic achievement than those who are less intelligent.

i. The coefficient of correlation between PF F and scholastic achievement in case of girls from schools in urban areas is positively significant at both the levels (table 9.11), suggesting that the enthusiastic, active, happy-go-lucky and cheerful girls from this group are higher on scholastic achievement as compared to the ones who are sober, pessimistic and serious.

j. PF I and scholastic achievement are positively correlated at both the levels of significance (table 9.11), indicating that the girls from schools in urban areas who are tender minded, artistic and sensitive show higher scholastic achievement vis a vis the ones who are tough minded and self reliant.

k. The value of coefficient of correlation between PF O and scholastic achievement is positively significant at both the levels (table 9.11). This suggests that the girls from schools in urban areas who are apprehensive and moody show higher scholastic achievement than the ones who are placid and self assured.

l. Significant positive correlation is found between PF M and scholastic achievement in case of girls from schools in urban areas at both the levels (table 9.11) suggesting that girls who are imaginative and unconventional show higher scholastic achievement as compared to the ones who are practical, careful and conventional.

m. Significant positively correlation is found between PF Q3 and scholastic achievement (table 9.11) indicating that self controlled and socially precise girls from schools in urban areas show higher scholastic achievement vis a vis the undisciplined ones.

n. Significant positive correlation found between PF G and scholastic achievement (table 9.12), suggesting that the girls belonging to commerce stream from non-government schools in rural areas who are conscientious, rule bound and responsible show higher scholastic achievement than those who are expedient, casual and evade rules.

o. The coefficient of correlation between PF L and scholastic achievement in case of girls belonging to commerce stream from government schools in rural areas is negatively significant (table 9.13). This indicates that the girls who are trusting and adaptable show higher scholastic achievement vis a vis the suspicious and self-opinionated ones.
As per table 9.13, the value of coefficient of correlation between PF N and scholastic achievement is negatively significant, suggesting that the girls from government schools in rural areas who are simple, natural and forthright show higher scholastic achievement than the ones who are shrewd, worldly, polished and experienced.

Significant negative correlation has been found between PF Q1 and scholastic achievement (table 9.13). This result suggests that the girls from government schools in rural areas, who are conservative and respecting show higher scholastic achievement than those who are apprehensive, worrying and depressive.

The value of coefficient of correlation between PF N and scholastic achievement is negatively significant (table 9.14) suggesting that the girls belonging to commerce stream from non-government schools in urban areas who are simple, natural and forthright show higher scholastic achievement than those who are shrewd, worldly, polished and experienced.

As per table 9.15 the value of coefficient of correlation between PF E and scholastic achievement in case of girls belonging to commerce stream from government schools in urban areas is negatively significant. This suggests that the girls of this group who are humble, mild, accommodating and dependant are higher on scholastic achievement as compared to the girls who are assertive and self assured.

The coefficient of correlation between PF Q4 and scholastic achievement in case of girls from government schools in urban areas is negatively significant (table 9.15). This indicates that the relaxed, unfrustrated, satisfied and composed girls show higher scholastic achievement than tense, frustrated and impatient ones.

Hypothesis – 4

There is no significant relationship between Achievement Motivation and Scholastic Achievement of Science Students of Senior Secondary Classes.

SCIENCE

Value of coefficient of correlation between achievement motivation and scholastic achievement in case of Science stream is 0.022 which is not significant at any level (Table 4.1). So Hypothesis 4 is accepted.

But when the data is distributed into different groups, following results are obtained:
a. Significant positive correlation is found between achievement motivation and scholastic achievement of boys belonging to science stream from government schools in rural areas. (Table 4.6)

b. There exists a significant positive correlation between achievement motivation and scholastic achievement in case of boys belonging to science stream from government schools in urban areas. (Table 4.8)

**Hypothesis – 5**

**Achievement Motivation and Scholastic Achievement of Arts students of Senior Secondary Classes do not have a significant relationship.**

**ARTS STUDENTS**

No significant correlation is found between achievement motivation and scholastic achievement of arts students from senior secondary classes (Table 5.1).

So Hypothesis 5 is accepted.

But when the data is distributed into different groups, significant correlation between achievement motivation and scholastic achievement is found in following cases:

a. Significant negative correlation is found in case of boys belonging to arts stream. (Table 5.2)

b. Boys belonging to arts stream from schools in urban areas are negatively correlated. (Table 5.4)

c. Significant negative correlation exists in case of boys belonging to arts stream from non-government schools in rural areas. (Table 5.5)

d. There exists a significant positive correlation in case of boys belonging to arts stream from government schools in rural areas. (Table 5.6)

e. Significant positive correlation at both the levels is found in case of girls belonging to arts stream. (Table 5.9)

**Hypothesis – 6**

**Achievement Motivation and Scholastic Achievement of Commerce Students of Senior Secondary Classes do not have a significant relationship.**

**COMMERCE STUDENTS**
Significant positive correlation at both the levels is found between achievement motivation and scholastic achievement of commerce students belonging to senior secondary classes. (Table 6.1)
So Hypothesis 6 is rejected.
But when the data is divided into different groups following results are obtained:

a. Significant negative correlation is found (at both the levels) in case of boys belonging to commerce stream. (Table 6.2)

b. Boys belonging to commerce stream from school in rural areas show significant positive correlation. (Table 6.3)

c. Significant positive correlation is found (at both the levels) in case of boys from non-government schools situated in rural areas. (Table 6.5)

d. There exists a significant negative correlation in case of boys belonging to commerce stream from non-government schools in urban areas. (Table 6.7)

e. There exists a significant positive correlation (at both the levels) in case of girls belonging to commerce stream. (Table 6.9)

**Hypothesis – 7**

There is no significant relationship between Emotional Intelligence and Scholastic Achievement of Science Students of Senior Secondary Classes.

**SCIENCE STUDENTS**

Significant positive correlation at both the levels exists between emotional intelligence and scholastic achievement in case of science stream students. (Table 4.1) Hence Hypothesis 7 is rejected.

But when the data is distributed into different groups following results are obtained:
a) Significant positive correlation is found (at both the levels, Table 4.2) in case of boys belonging to science stream.
b) Significant positive correlation is found (at both the levels, Table 4.4) in case of boys belonging to science stream from schools in urban areas.
c) There exists a significant positive correlation is found (at both the levels, Table 4.5) in case of boys from science stream belonging to non-government schools in rural areas.
d) Significant positive correlation is found (at both the levels, Table 4.6) in case of boys belonging to science stream from government schools in rural areas.
e) Significant positive correlation (at both the levels, Table 4.9) exists in case of girls belonging to science stream.

f) Significant negative correlation (Table 4.10) exists in case of girls belonging to science stream from schools in rural areas.

g) Significant positive correlation (at both the levels, Table 4.11) exists in case of girls belonging to science stream from schools situated in urban areas.

h) There exists a significant negative correlation (Table 4.14) in case of girls belonging to science stream from non-government schools in urban areas.

**Hypothesis – 8**

**Emotional Intelligence and Scholastic Achievement of Arts Students of Senior Secondary Classes do not have a significant relationship.**

**ARTS STUDENTS**

Significant positive correlation at both the levels exists between emotional intelligence and scholastic achievement in case of students of arts stream. (Table 5.1) Hence Hypothesis 8 is rejected.

But when the data is divided into different groups the following results are obtained:

a. Emotional intelligence and scholastic achievement of boys belonging to arts stream from schools situated in urban areas are significantly correlated at both the levels. (Table 5.4)

b. Significant negative correlation exists between emotional intelligence and scholastic achievement in case of girls from arts stream belonging to schools situated in rural areas. (Table 5.10)

c. Significant positive correlation (at both the levels) is found between emotional intelligence and scholastic achievement of girls belonging to arts stream from schools situated in urban areas. (Table 5.11)

d. Significant positive correlation is found between emotional intelligence and scholastic achievement of girls belonging to arts stream from non-government schools situated in rural areas. (Table 5.12)

**Hypothesis 9**

**Emotional Intelligence and Scholastic Achievement of Commerce students of Senior Secondary Classes do not have a significant relationship.**
COMMERCHE STUDENTS

Significant positive correlation at both the levels exists between emotional intelligence and scholastic achievement of commerce stream students belonging to senior secondary classes. (Table 6.1). Hence Hypothesis 9 is rejected.

But when the data is divided into different groups the following results are obtained:

a. There exists a significant positive correlation between emotional intelligence and scholastic achievement of boys belonging to commerce stream (at both the levels, Table 6.2)

b. Significant positive correlation is found between emotional intelligence and scholastic achievement of boys belonging to commerce stream from schools in rural areas. (Table 6.3)

c. Emotional intelligence and scholastic achievement in case of boys belonging to commerce stream from non government schools situated in rural areas are positively correlated. (Table 6.5)

d. Significant negative correlation (at both the levels, Table 6.6) is found between emotional intelligence and scholastic achievement of boys belonging to commerce stream from government schools situated in rural areas.

e. There exists a significant negative correlation (Table 6.13) between emotional intelligence and scholastic achievement of girls belonging to commerce stream from government schools situated in rural areas.

Hypothesis 10

There is no significant relationship between Attendance and Scholastic Achievement of Science Students of Senior Secondary Classes.

SCIENCE STUDENTS

Significant correlation is not found between attendance and scholastic achievement of students belonging to science stream (Table 4.1). So Hypothesis 10 is rejected.

But when the data is divided into different groups following results are obtained:

a. Significant positive correlation exists in case of boys belonging to science stream (Table 4.2)

b. Significant positive correlation (at both the levels, Table 4.4) found in case of boys belonging to science stream from schools situated in urban areas.
c. There exists a significant positive correlation at 0.01 level in case of boys belonging to science stream from government schools situated in urban areas. (Table 4.8)
d. Significant positive correlation is found in case of girls belonging to science stream from government schools situated in rural areas. (Table 4.13)
e. There exists a significant positive correlation at both the levels in case of girls belonging to science stream from government schools in urban areas. (Table 4.15)

Hypothesis – 11
Attendance and Scholastic Achievement of Arts students of Senior Secondary Classes do not have a significant relationship.

ARTS STUDENTS
No significant correlation is found between attendance and scholastic achievement of students of senior secondary classes belonging to arts stream (Table 5.1). Hence Hypothesis 11 is accepted.

But when the data is divided into different groups following results are obtained:

a. Significant negative correlation is found between attendance and scholastic achievement of boys belonging to arts stream from schools in urban areas. (Table 5.4)
b. Attendance and scholastic achievement of boys belonging to arts stream from non government schools in rural areas are significantly correlated. (Table 5.5)
c. There exists a significant negative correlation between scholastic achievement of girls students belonging to arts stream from government schools situated in urban areas. (Table 5.15)

Hypothesis – 12
Attendance and Scholastic Achievement of Commerce students of Senior Secondary Classes do not have a significant relationship.

COMMERCE STUDENTS
Attendance and scholastic achievement of commerce students of senior secondary classes has not shown any significant relationship (Table 6.1). So Hypothesis 12 is accepted.

But when the data is divided into different groups following results were obtained:

a. Significant positive correlation is found in case of boys from commerce stream belonging to schools situated in rural areas. (Table 6.3)
b. Significant positive correlation (at both the levels) exists in case of boys belonging to commerce stream from non-government schools in rural areas. (Table 6.5)

c. Significant negative correlation is found in case of boys from commerce stream belonging to non-government schools in urban areas. (Table 6.7)

d. Significant negative correlation is found in case of girls from commerce stream belonging to schools situated in urban areas (Table 6.11).

e. Significant positive correlation exists in case of girls belonging to commerce stream from non government schools in rural areas. (Table 6.12)

f. Significant negative correlation at both the levels. (Table 6.15) is found between attendance and scholastic achievement of girls belonging to commerce stream from government schools in urban areas.

**CONCLUSIONS**

**PERSONALITY AND SCHOLASTIC ACHIEVEMENT**

**SCIENCE BOYS, URBAN/RURAL, GOVERNMENT/NON-GOVERNMENT**

1. The correlation pattern in case of sample from schools in urban areas suggests that the boys possessing concrete intelligence, who are stressfree, cool, toughminded, trusting, artless, liberal, excitable and active show high scholastic achievement. It is further concluded that government school boys who are self sufficient and sentimental show good scholastic achievement and non-government school Science boys who follows their own urges show high scholastic achievement.

2. Boys belonging to schools from rural areas, who are emotionally stable, responsible, independent and sentimental show high scholastic achievement. Further perusal of rural sample suggests that the boys from government schools who are outgoing and conscientious show high scholastic achievement.

**SCIENCE GIRLS, URBAN/RURAL, GOVERNMENT/NON-GOVERNMENT**

1. The findings in case of girls from science stream sample suggest that more intelligent and shy girls show high scholastic achievement and the girls belonging to rural area show high scholastic achievement as they are self sufficient and resourceful. It is
further concluded that the girls from rural government schools who are shy, follow their own urges and intelligent show high scholastic achievement.

2. The correlational pattern of urban sample reveals that the girls who are humble, self sufficient and controlled, show high scholastic achievement. It is further found that the girls belonging to government schools who are relaxed and humble show good academic achievement and the ones belonging to non-government schools who are humble show high scholastic achievement.

ARTS BOYS, URBAN/RURAL, GOVERNMENT/NON-GOVERNMENT

1. The correlational pattern of boys sample belonging to arts stream reveal that the boys who are more intelligent, artistic, sensitive and satisfied show good academic achievement. A perusal of rural sample suggests that emotionally stable, more intelligent, sound followers and self controlled boys show high scholastic achievement. It is further concluded that the boys belonging to non-government schools from rural areas who are apprehensive show high scholastic achievement and those belonging to government schools who possess more intelligence show good academic results.

2. The correlational pattern of urban sample suggests that the boys from arts stream who are self assertive and confident show high scholastic achievement and the ones belonging to urban government schools, who love adventures and interacting with people show high scholastic achievement.

ARTS GIRLS, URBAN/RURAL, GOVERNMENT/NON-GOVERNMENT

1. The correlational pattern of girls sample reveals that the girls who are rule bound and responsible show high level of scholastic achievement. It is further concluded that the girls belonging to rural areas, who are accommodating, humble, active, cheerful, conscientious, sensitive, cool, trusting, worried about work, self assured and calculating show high level of academic achievement. Further perusal of the findings suggests that the girls from rural non-government schools who are emotionally expressive, tenderminded, self opinionated, calculative, socially precise and relaxed show high academic achievement. In case of sample of girls studying in rural government schools, the findings reveal that the ones who are assertive and apprehensive about work show good academic results.
2. A look at correlational pattern of girls urban sample reveals that the simple, sober, reserved natured, concrete thinking, independent and responsible girls show high scholastic achievement. Further perusal at the girls’ sample from arts stream indicates that the girls living in urban area studying in government schools and having adventurous nature show good academic results.

COMMERCE BOYS, URBAN/RURAL, GOVERNMENT/NON-GOVERNMENT

1. Commerce students who are needy, brooding and worrying show high scholastic achievement. A correlational pattern of sample of boys from commerce stream reveals that the boys who are emotionally less stable, possess concrete thinking, who are casual and practical show high scholastic achievement. It is further concluded that boys belonging to commerce group and living in rural area who are humble and calculating show good academic results. The correlational pattern in case of boys from rural non-government schools suggests that the boys who are high on seriousness, evading rules, having shyness, humility, emotionality, who are less stable and experienced show high scholastic achievement and boys from rural government schools who are lively self opinionated and having liberal thinking show high scholastic achievement.

2. A perusal at urban sample indicates that the venturesome, expedient, self opinionated, enthusiastic, self controlled and excitable boys show high scholastic achievement. It is further concluded that the boys studying in government schools who are emotionally less stable and critical show high scholastic achievement and boys from urban non-government schools who are venturesome and socially bold show high scholastic achievement.

COMMERCE GIRLS, URBAN/RURAL, GOVERNMENT/NON-GOVERNMENT

1. Girls belonging to commerce stream who are enthusiastic, trusting, imaginative, apprehensive and socially precise show high scholastic achievement. The correlational pattern in case of girls from commerce stream and belonging to rural area reveals that simple girls show high scholastic achievement. It is further found out that the girls from rural government schools who are simple, trusting and respecting show good academic achievement. In case of girls belonging to rural non-government schools, the
findings suggests that the ones who are high on conscientiousness show high scholastic achievement.

2. A perusal at the findings of girls sample from urban area suggests that the self controlled, intelligent, enthusiastic, sensitive, imaginative and apprehensive girls show good academic results. It is further concluded that the girls from urban non-government schools who are high on simplicity are high on academic achievement also. The findings from sample in case of girls from urban area studying in government schools suggests that the girls who are humble and relaxed show high scholastic achievement.

EMOTIONAL INTELLIGENCE AND SCHOLASTIC ACHIEVEMENT
Emotional Intelligence and Scholastic Achievement are found to be correlated in case of students belonging to science, commerce and arts stream studying in senior secondary classes indicating that the more emotionally intelligent the student is, the better is the academic achievement.

ACHIEVEMENT MOTIVATION AND SCHOLASTIC ACHIEVEMENT
Achievement Motivation and Scholastic Achievement of science and arts students from senior secondary classes shows no relationship. But when data is analyzed as per sample distribution, in case of science students, a relationship is found between boys from rural schools and boys from urban government schools. As far as arts stream is concerned significant relationship is found between these two variables in case of boys and girls, boys from urban schools and rural government and non-government schools.

It is further concluded that the commerce students show significant positive correlation between achievement motivation and scholastic achievement indicating that the more motivated the students is the better will be the Scholastic Achievement.

ATTENDANCE AND SCHOLASTIC ACHIEVEMENT
Attendance in the case of all the three streams i.e. science, arts and commerce shows no relationship with scholastic achievement but when data is distributed, significant relationship is found between attendance and scholastic achievement of boys, boys from urban schools, boys from urban government schools and girls belonging to science stream from rural government schools and urban government schools. As far as arts students are concerned boys
from urban schools, rural non-government schools and girls of urban government school show positive relationship between attendance and scholastic achievement.

After analysis of the sample a significant relationship is found between attendance and scholastic achievement of boys from rural schools, boys and girls from commerce stream belonging to rural non-government schools. A significant correlation is found between attendance and scholastic achievement of girls from urban schools and boys and girls from commerce stream belonging to urban non-government and government schools also.

**SUGGESTIONS FOR FURTHER RESEARCH WORK**

Though the researcher has tried her level best to cover every aspect, still some further studies on similar type can be conducted like:

1. A similar study can be conducted for college students also.
2. The study can be made more comprehensive by extending it to state level which will make the results more valid and reliable.
3. Study of scholastic achievement in relation to intelligence can be taken.
4. Scholastic Achievement can be studied in relation to Aptitude and Socio Economic Status.
5. The same study can be undertaken separately for students of ICSE Board, CBSE Board, and various State Boards.
6. A similar study can be conducted for boys and girls, rural and urban students, government and non-government school students also.
7. The effect of classroom attendance, attendance in coaching center and self-study on Academic Achievement of the child can be taken separately.