Chapter – VI
Summary
SUMMARY

INTRODUCTION
Every child entering the school is seen by all the teachers as ‘a bright spirit’ on a magnificent journey. Clearly, we do not have to ‘fill’ the child with knowledge. They come to us as they are. Look into their eyes! They are whole yet wide-open to receive amazing information about the art of living, including the tools and knowledge associated with rigorous academics. The responsibility of academics lies with the educational institutions established by the society. School environment is a powerful force and plays a pivotal role in all round development of the child.

The function of education is both social and individual. Education may be thought of as ‘the process of attaining basic skills’ such as those involved in reading, writing, speaking and computation. However, there is more to individual development than this. It is a many sided process. Not only the intellectual aspect of a child’s development is important but also the emotional and social phases of his changing personality and attending the school regularly are equally important.

Regular attendance imbibes confidence and improvement in knowledge and skills. Regular classroom attendance is one of the key factors of academic success therefore Punjab School Education Board (PSEB), Indian Council of Secondary Education (ICSE) and Central Board of Secondary Education (CBSE) has made 75% classroom attendance compulsory.

The time which children spend in getting education is extremely vital. It prepares them for a majority of challenges that they will face in future. With the changing scenario the expectations from children are increasing, leading to stress and frustration. Modernization and urbanization has affected the Personality and Emotional Intelligence of not only adults but the school going children too. Various intrinsic and extrinsic motivational factors have been accelerated. In this time of cut throat competition, every child wants to come to the top of the rat race as a result, various personality factors have been affected. Now the children of modern era are more outgoing, assertive, venturesome, independent, practical, self-sufficient, confident and have become an effective part of society.
SCHOLASTIC ACHIEVEMENT

Goods (1959) referred Academic Achievement as ‘the knowledge attained or skills developed in the school subject usually designated by test scores or marks assigned by the teacher’.

According to Crow and Crow (1969), “Academic Achievement means the extent to which a learner is profiting from instructions in a given area of learning. Achievement is reflected by the extent to which skills or knowledge has been acquired by a person from the training imparted to him”. Achievement in any subject or area is influenced by quite a large number of factors like Interest, Intelligence, Achievement Motivation, Personality, Attendance and Emotional Intelligence etc.

From a student’s perspective, academic achievement symbolizes an effort to overcome academic challenges and surpassing others by attaining high standards through an optimum use of talents and abilities. It offers students a stepwise progression from one stage of education to another.

Ahluwaliya (1985) found that sex and birth order had no effect on achievement motivation but academic achievement was significantly and positively related with achievement motivation.

Agarwal (1986) studied the effect of parental encouragement on the educational development of students and found that the high achieving group had been getting higher parental encouragement.

Munoz et al. (2002) examined the effect of specified demographic and psychological variables on the academic achievement of high school students from urban and rural settings. And results provide information on the predictive factors associated with academic achievement among high school students.

EMOTIONAL INTELLIGENCE

Emotions are the currents of energy that are within us. Emotions make us what we are, shape our mind as well as the entire personality pattern, they enter our human system as a source of energy that radiates and resonates.

Thorndike (1920) defined three types of Intelligence:

1. Concrete Intelligence: Ability of an individual to comprehend actual situations and react to them adequately.
2. Abstract Intelligence: Ability to respond to words, numbers and letters etc.
3. Social Intelligence: Ability of an individual to react to social situations of daily life.

Social Intelligence is said to be the basis of Emotional Intelligence.

Cooper and Sawaf (1997) defined emotional intelligence as the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.

Mayor and Salovey (1997) defined Emotional Intelligence as, ‘The ability to perceive accurately, appraise and express emotions, the ability to access and/or generate feelings when they facilitate thought; the ability to understand emotion and emotional knowledge and the ability to regulate emotions to promote the intellectual growth.’ Human beings have two minds - a cognitive and an emotional mind. Emotional Intelligence is the ability to integrate the two minds in order to achieve appropriate and constructive behaviour that leads to success and happiness. Emotional Intelligence is the ability to think constructively and act wisely.

Abisamra (2000) found that there is a positive relationship between emotional intelligence and academic achievement.

Results of a study by Gumaro and Arsenoi (2002) indicated that although students’ emotional regulation, general affective dispositions and academic effects were related to each other. Each of these variables also made a unique and significant contribution to students’ grade point average, over and above the influence of other cognitive contributions.

Mayer, et al. (2000) explained that Emotional Intelligence has four skills in hierarchical levels that range in complexity in terms of how individuals identify, manage and use emotions. Appraisal and expression (sometimes referred to as perception) of an emotion is the lowest skill level. The next level involves emotional experiences, for example, weighing emotions against one another and against other sensations and thoughts. The third level involves understanding and reasoning of the emotions. Each emotion follows its own specific rules. Each emotion changes according to its own characteristic rules. Emotional Intelligence includes the ability to identify emotions, to know how they change, and to reason about...
emotions accordingly. The fourth and the highest skill level includes the management and regulation of emotions such as knowing how to calm down after being really nervous or angry.

### PERSONALITY

Personality is the total integration of physical, intellectual, social, emotional and character make up of the individual which is expressed in terms of behaviour experience, manners, attitudes, values, beliefs, ambitions, aspirations, interests, habits, sentiments, temperaments and traits.

Symonds (1931) defined “Personality as a complete description of the constitutional make up including physique, intelligence, temperament and character. It sometimes refers to the adequacy of personal adjustment also, especially in social relationship.”

Allport supported his own view when he said "Personality is the dynamic organization within the individual, of those psychophysical analytical systems that determine his unique adjustment to the environment”.

Individual’s personality is the bi-product of constant interaction of hereditary and environmental factors.

Many Scholars have worked on the relationship between Personality and Academic Achievement like:-

Barton, et. al (1974) found that extreme scores on either end of extroversion or anxiety dimensions were related to high achievements.

Laari et. al (1985) investigated the effect of teacher’s personality towards student's behaviour and academic achievement. The findings of the study are that there is a relationship between teacher's personality and students’ behaviour in classroom and there is no relationship between teacher's perception and students academic achievement.
Buckle (1996) reported five main factors or basic concepts of personality extroversion, friendliness, neurosis, meticulousness and openness to experience which could be significant indicators of academic performance.

Tinajero and Paromo (1998) found that in general field-independent subjects perform better than field dependent subjects whether assessment is of specific disciplines or across the board.

**ATTENDANCE**

Attendance is defined as not merely being physically present but it also includes actual participation in the work and activities of the school.

Good attendance and school success go hand in hand. The more frequently a student is absent – the harder it is for the student to keep pace with the class.

Human Contact between teacher and student is always important and that teachers should make every effort to make frequent eye contact with their students but this is possible only with physical presence of child in the school.

Attendance is defined as participation in programmes of educational activities arranged by the school. Good defines “attendance” as the act of being present, particularly at school. Certain court decisions have defined attendance at school as not merely physical presence but including actual participation in the work and activities of the school.

Under section 30 of Education Act 1980 (Scotland), parents of school age children must provide education for their children either by attendance at a public school or by other means. Schools in turn must ensure attendance and register record of pupil’s absence for each morning and afternoon school session.

As per Punjab School Education Board (PSEB), Indian Council of Secondary Education (ICSE) and Central Board of Secondary Education (CBSE) rule, it is compulsory for students of senior secondary classes to attend 75% of the lectures.

The Boston Public Schools Promotion Policy includes attendance requirement. Students with more than three unexcused absences in a term or more than 12 unexcused absences for a year receive a grade of “no credit”, even if the student has earned a passing grade. If the student has not earned a passing grade, he receives a failing grade.
As far as research in the field of attendance is concerned, Soloman et. al (2001) identified the impact of attending Charter School on students’ achievement using data from Arizona. Based on a sophisticated statistical analysis, these authors report that Charter School attendance increases test score gains of students.

Heady (2003) found that child work has relatively little effect on school attendance but had a substantial effect on learning achievement in reading and Mathematics. The adverse consequence of child labour on student’s learning was attributed to exhaustion or lack of interest in academic performance.

**ACHIEVEMENT MOTIVATION**
Motivation is the basic drive for all of our actions. Motivation refers to the dynamics of our behaviour which involves our needs, desires and ambitions in life. Motivation can be defined as the driving force behind all the actions of an individual.

Motivation accelerates the attainment of a task and helps the individual in meeting obstructions which come in the way of achievement of his goals.

Mehta (1968) defined the term as ‘dissatisfaction with the present state of affairs and urge to improve the life conditions of oneself.’

According to Encyclopedia of Psychology, “In terms of content, achievement motivation may be characterized as the tendency to maintain and increase individual proficiency in all areas in which a standard of quality is taken as binding”.

Achievement motivation can be defined as the need for success or the attainment of excellence. Achievement motivation can also be interpreted as an urge to improve. Achievement goals can affect the way a person performs a task and represents a desire to show competence (Harackiewicz, et al. 1997)

Atkinson and Litwin (1960) reported that achievement motivation has a significant relationship with academic achievement.

Tamlankar (1968) conducted a study on the achievement motivation of adolescent boys, which indicated a positive relationship between achievement motivation, personal values, socioeconomic status, intelligence and academic achievement.

Leviton (1975) indicated a consistent, moderate correlation between children’s self-concept and academic achievement.
Phutale (1976) found achievement motivation as one of the most significant predictors of academic achievement.

Atkinson et. al (1978) found that low and high achievers differ significantly in their need – achievement. Need – achievement is positively related to scholastic achievement.

Gottfried (1994) found that academic motivation significantly and directly influences academic achievement.

DEFINITIONS OF RELATED TERMS

**Variables:** According to Carter V. Good, “Any trait that changes from one case or condition to another, more strictly, the representation of the trait, usually in quantitative form such as a measurement or an enumeration”.

**Scholastic Achievement:** According to American Heritage Dictionary of English Language, ‘Scholastic as adjective means academic or education or related to school or learner or student's academic average’. So Scholastic is the synonym of academic and achievement means ‘The proficiency with which an individual performs in any skill or area of knowledge’.

**Achievement Motivation:** McClelland and Decharms defined Achievement Motivation as a disposition to strive for success in competition with others with some standard of excellence, set by the individual. Motive to achieve requires an act of some norm of excellence, long term involvement and unique accomplishment.

**Attendance:** Good defines “attendance” as the act of being present, particularly in school.

**Emotional Intelligence:** According to Goleman (1995), ‘The term Emotional Intelligence encompasses the following five characteristics and abilities:

1. Self-awareness: Knowing your emotions
2. Mood management: Handling feelings
3. Self-motivation: Gathering up your feelings
4. Empathy: Recognizing feelings in others
5. Managing relationship: Handling interpersonal interaction, conflict resolution and negotiations

**Personality:** Cattell (1995) represented Personality as an integration of traits. Cattell used factor analytical method for the discovery of 16-factors underlying human personality. He called these factors as “source traits” because he believed that they provide underlying source for surface behaviour. These 16-factors are:
| Factor A | – Reserved vs. Outgoing |
| Factor B | – Less Intelligent vs. More Intelligent |
| Factor C | – Affected by Feelings vs. Emotionally Stable |
| Factor E | – Humble vs. Assertive |
| Factor F | – Sober vs. Happy Go Lucky |
| Factor G | – Expedient vs. Conscientious |
| Factor H | – Shy vs. Venturesome |
| Factor I | – Tough Minded vs. Tender Minded |
| Factor L | – Trusting vs. Suspicious |
| Factor M | – Practical vs. Imaginative |
| Factor N | – Fortright vs. Shrewd |
| Factor O | – Placid vs. Apprehensive |
| Factor Q1 | – Conservative vs. Experimenting |
| Factor Q2 | – Group Dependent vs. Self-sufficient |
| Factor Q3 | – Undisciplined Self-conflict vs. Controlled |
| Factor Q4 | – Relaxed vs. Tensed |

**JUSTIFICATION OF THE STUDY**

Today the world is undergoing a change every second. Along with the scientific and technological development, complexities of life are increasing every day. In order to meet one's psychological and physiological needs, one has to strive hard to adjust himself in the present competitive world. Scholastic achievement is the key instrument which helps the students in making better adjustments in life. Good scholastic achievement is the key to success in personal and professional life. It brings economic security and social respect. It makes a person globally competent individual. Scholastic Achievement depends on various cognitive and non-cognitive factors like intelligence, aptitude and interest, achievement motivation, socio-economic conditions, attendance, personality, teaching methods, health, emotional intelligence, medium of instruction, education facilities in home and school.

After reviewing the literature and keeping in mind the importance of scholastic achievement for individual, social and national development, investigator found that the area of scholastic achievement was much ignored in the field of research in India. Hence, the
investigator took a step in this direction and Scholastic Achievement in relation to certain
cognitive and non-cognitive variables is taken as the topic of the study. Scholastic
Achievement depends upon a number of variables but here only Emotional Intelligence,
Personality, Achievement Motivation and Attendance has been taken in relation to Scholastic
achievement of Science, Arts and Commerce Students of Senior Secondary classes.

STATEMENT OF THE PROBLEM
STUDY OF SCHOLASTIC ACHIEVEMENT IN RELATION TO COGNITIVE AND
NON-COGNITIVE VARIABLES.

DELIMITATIONS OF THE STUDY
The step of delimitation of the study according to the time limit and sources at one’s disposal
has been universally agreed upon by all research scholars. Here keeping this in view, the
present study is delimited to.

1. Students of Senior Secondary Class.
2. Students of Arts, Commerce and Science streams only.
3. Regular students studying in various schools.
4. Students of Amritsar district only.
5. Study of Scholastic Achievement in relation to Emotional Intelligence, Personality,
   Achievement Motivation and Attendance only.

OBJECTIVES
The objectives of the study are:-

1. To study the relationship between Personality and Scholastic Achievement of Science
   students of Senior Secondary classes.
2. To find out the relationship between Personality and Scholastic achievement of Art
   students of Senior Secondary classes.
3. To analyse critically the relationship of Personality and Scholastic Achievement of
   Commerce students of Senior Secondary classes.
4. To study the relationship between Achievement Motivation and Scholastic
   Achievement of Science students of Senior Secondary classes.
5. To find out the relationship between Achievement Motivation and Scholastic Achievement of Art students of Senior Secondary classes.
6. To analyse critically the relationship of Achievement Motivation and Scholastic Achievement of Commerce students of Senior Secondary classes.
7. To study the relationship between Emotional Intelligence and Scholastic Achievement of Science students of Senior Secondary classes.
8. To find out the relationship between Emotional Intelligence and Scholastic Achievement of Arts students of Senior Secondary classes.
9. To analyse critically the relationship of Emotional Intelligence and Scholastic Achievement of Commerce students of Senior Secondary classes.
10. To study the relationship between Attendance and Scholastic Achievement of Science students of Senior Secondary classes.
11. To find out the relationship between Attendance and Scholastic Achievement of Arts students of Senior Secondary classes.
12. To analyse critically the relationship of Attendance and Scholastic Achievement of commerce students of Senior Secondary classes.

HYPOTHESES
In order to achieve the objectives, following hypotheses are framed:
1. There is no significant relationship between Personality and Scholastic Achievement of Science students of Senior Secondary classes.
2. Personality and Scholastic Achievement of Arts students of Senior Secondary classes do not have a significant relationship.
3. Personality and Scholastic Achievement of commerce students of Senior Secondary classes do not have a significant relationship.
4. There is no significant relationship between Achievement Motivation and Scholastic Achievement of Science students of Senior Secondary classes.
5. Achievement Motivation and Scholastic Achievement of arts students of Senior Secondary classes do not have a significant relationship.
6. Achievement Motivation and Scholastic Achievement of Commerce students of Senior Secondary classes do not have a significant relationship.
7. There is no significant relationship between Emotional Intelligence and Scholastic Achievement of Science students of Senior Secondary classes.
8. Emotional Intelligence and Scholastic Achievement of Arts students of Senior Secondary classes do not have a significant relationship.
9. Emotional Intelligence and Scholastic Achievement of Commerce Students of Senior Secondary classes do not have a significant relationship.
10. There is no significant relationship between Attendance and Scholastic Achievement of Science students of Senior Secondary classes.
11. Attendance and Scholastic Achievement of Arts students of Senior Secondary classes do not have a significant relationship.
12. Attendance and Scholastic Achievement of Commerce students of Senior Secondary classes do not have a significant relationship.

METHOD
Descriptive survey method is used for the present study. Relevant data with the help of standardized tools is collected. Then the data is described and analyzed in the light of formulated objectives and hypotheses.

TOOLS
1. Senior Secondary Board Results.
2. DEO-MOHAN Achievement Motivation Scale (n-Ach) (DMAMS)
3. Classroom Attendance of the students.
4. Cattell's 16-PF Test
5. Emotional Intelligence test by Anukool Hyde, Sanjyot Pethe and Upinder Dhar (2002).

DATA ANALYSES
The description of statistical techniques used is given below:
1. Mean
2. Standard Deviation
3. Karl Pearson’s coefficient of correlation

The data thus collected is tabulated as per the need of the study and is analyzed according to the objectives and hypotheses framed.
SAMPLE DESIGN

Students are taken from senior secondary classes only. Students are taken from various schools of Amritsar district of Punjab. The Schools are selected randomly and a class is taken for collection of data at a time from each selected school. Equal representation of Rural and Urban School students are taken for the sample.
INTERPRETATION

1. Correlation between Scholastic Achievement and Cattell’s 16 Personality Factors of Science Students of Senior Students classes is as below:

<table>
<thead>
<tr>
<th>Personality Factors</th>
<th>Correlation with Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONALITY FACTOR A</td>
<td>0.012</td>
</tr>
<tr>
<td>PERSONALITY FACTOR B</td>
<td>0.04</td>
</tr>
<tr>
<td>PERSONALITY FACTOR C</td>
<td>-0.036</td>
</tr>
<tr>
<td>PERSONALITY FACTOR E</td>
<td>-0.002</td>
</tr>
<tr>
<td>PERSONALITY FACTOR F</td>
<td>0.056</td>
</tr>
<tr>
<td>PERSONALITY FACTOR G</td>
<td>0.093</td>
</tr>
<tr>
<td>PERSONALITY FACTOR H</td>
<td>-0.071</td>
</tr>
<tr>
<td>PERSONALITY FACTOR I</td>
<td>-0.034</td>
</tr>
<tr>
<td>PERSONALITY FACTOR L</td>
<td>0.02</td>
</tr>
<tr>
<td>PERSONALITY FACTOR M</td>
<td>-0.011</td>
</tr>
<tr>
<td>PERSONALITY FACTOR N</td>
<td>0.011</td>
</tr>
<tr>
<td>PERSONALITY FACTOR O</td>
<td>0.044</td>
</tr>
<tr>
<td>PERSONALITY FACTOR Q1</td>
<td>0.012</td>
</tr>
<tr>
<td>PERSONALITY FACTOR Q2</td>
<td>0.027</td>
</tr>
<tr>
<td>PERSONALITY FACTOR Q3</td>
<td>0.019</td>
</tr>
<tr>
<td>PERSONALITY FACTOR Q4</td>
<td>-0.002</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Table 10.1
2. Correlation between Scholastic Achievement and 16 Personality Factors of Arts Students of Senior Students classes is as below:

<table>
<thead>
<tr>
<th>Personality Factors</th>
<th>Correlation with Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONALITY FACTOR A</td>
<td>-0.073</td>
</tr>
<tr>
<td>PERSONALITY FACTOR B</td>
<td>0.011</td>
</tr>
<tr>
<td>PERSONALITY FACTOR C</td>
<td>0.044</td>
</tr>
<tr>
<td>PERSONALITY FACTOR E</td>
<td>0.031</td>
</tr>
<tr>
<td>PERSONALITY FACTOR F</td>
<td>0.035</td>
</tr>
<tr>
<td>PERSONALITY FACTOR G</td>
<td>0.095</td>
</tr>
<tr>
<td>PERSONALITY FACTOR H</td>
<td>0.019</td>
</tr>
<tr>
<td>PERSONALITY FACTOR I</td>
<td>0.004</td>
</tr>
<tr>
<td>PERSONALITY FACTOR L</td>
<td>0.007</td>
</tr>
<tr>
<td>PERSONALITY FACTOR M</td>
<td>0.008</td>
</tr>
<tr>
<td>PERSONALITY FACTOR N</td>
<td>-0.028</td>
</tr>
<tr>
<td>PERSONALITY FACTOR O</td>
<td>-0.015</td>
</tr>
<tr>
<td>PERSONALITY FACTOR Q1</td>
<td>-0.068</td>
</tr>
<tr>
<td>PERSONALITY FACTOR Q2</td>
<td>-0.012</td>
</tr>
<tr>
<td>PERSONALITY FACTOR Q3</td>
<td>0.092</td>
</tr>
<tr>
<td>PERSONALITY FACTOR Q4</td>
<td>-0.063</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Table 10.2
3. Correlation between Scholastic Achievement and 16 Factors of Personality of Commerce Students of Senior Students classes as follows:

<table>
<thead>
<tr>
<th>Personality Factors</th>
<th>Correlation with Academic Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>PERSONALITY FACTOR A</td>
<td>-0.048</td>
</tr>
<tr>
<td>PERSONALITY FACTOR B</td>
<td>0.012</td>
</tr>
<tr>
<td>PERSONALITY FACTOR C</td>
<td>-0.086</td>
</tr>
<tr>
<td>PERSONALITY FACTOR E</td>
<td>-0.029</td>
</tr>
<tr>
<td>PERSONALITY FACTOR F</td>
<td>0.071</td>
</tr>
<tr>
<td>PERSONALITY FACTOR G</td>
<td>-0.062</td>
</tr>
<tr>
<td>PERSONALITY FACTOR H</td>
<td>0.017</td>
</tr>
<tr>
<td>PERSONALITY FACTOR I</td>
<td>-0.006</td>
</tr>
<tr>
<td>PERSONALITY FACTOR L</td>
<td>-0.071</td>
</tr>
<tr>
<td>PERSONALITY FACTOR M</td>
<td>0.026</td>
</tr>
<tr>
<td>PERSONALITY FACTOR N</td>
<td>-0.003</td>
</tr>
<tr>
<td>PERSONALITY FACTOR O</td>
<td>0.182(**)</td>
</tr>
<tr>
<td>PERSONALITY FACTOR Q1</td>
<td>-0.072</td>
</tr>
<tr>
<td>PERSONALITY FACTOR Q2</td>
<td>-0.029</td>
</tr>
<tr>
<td>PERSONALITY FACTOR Q3</td>
<td>0.063</td>
</tr>
<tr>
<td>PERSONALITY FACTOR Q4</td>
<td>0.043</td>
</tr>
</tbody>
</table>

* Correlation is significant at the 0.05 level (2-tailed).
** Correlation is significant at the 0.01 level (2-tailed).

Table 10.3
4. The coefficient of correlation between Achievement Motivation and Scholastic Achievement of Science Students of Senior Secondary Classes is 0.022.

5. Value of coefficient of correlation between Achievement Motivation and Scholastic Achievement of Arts Students of Senior Secondary Classes comes out to be 0.01.

6. Coefficient of correlation between Achievement Motivation and Scholastic Achievement of Commerce Students of Senior Secondary classes is 0.207**.

7. Value of coefficient of correlation between Emotional Intelligence and Scholastic Achievement of Senior Secondary Science Students comes out to be 0.413**.

8. Coefficient of correlation between Emotional Intelligence and Scholastic Achievement is 0.158** for Arts Students of Senior Secondary Classes.

9. The value of coefficient of correlation between Emotional Intelligence and Scholastic Achievement of Commerce Students is calculated to be 0.196**.

10. The value of coefficient of correlation between Attendance and Scholastic Achievement among Science Students is found to be 0.055.

11. Coefficient of correlation between Attendance and Scholastic Achievement of Arts Students of Senior Secondary Classes is 0.009.

12. Calculated value of coefficient of correlation between Attendance and Scholastic Achievement is 0.014 for the Commerce Students of Senior Secondary Classes.

**FINDINGS**

1. There is no relationship between Personality and Scholastic Achievement of Science and Art students, whereas in case of Commerce student there exists a positive correlation between Personality Factor–O and Scholastic Achievement meaning thereby that a child who is confident, self-assured, placid and serene achieves high in the Academics as compared to worried and depressive child.
   a. Personality Factor – E, F, G, I, L and Scholastic Achievement of girls belonging to Rural Schools in case of Science Stream are significantly correlated.
   b. A significant relationship exists between Personality Factor – H and Scholastic Achievement of girls of Urban Government Schools of Arts stream.
c Commerce girls Personality Factor – B, F, M, O, Q3 and Scholastic Achievement are significantly correlated.

d Personality Factor – F, H, L, Q3, Q4 and Scholastic Achievement of Urban school Commerce boys are significantly correlated.

e A significant correlation is found between Personality Factor – B, F, I, M, O, Q3 and Scholastic Achievement in case of Urban school Commerce girls.

f Personality Factor – F, L, N, Q1 and Scholastic Achievement of boys of Rural Government Schools of Commerce stream are significantly correlated.

2. A significant positive correlation exists between Achievement Motivation and Scholastic Achievement of Commerce students of Senior Secondary Classes. Meaning hereby that more motivated the child is more will be the Scholastic Achievement.

a Achievement Motivation and Scholastic Achievement in case of Commerce boys of Rural area are significantly correlated.

b Achievement Motivation and Scholastic Achievement are correlated in case of Rural Government Schools Commerce boys.

c Significant correlation is found between Achievement Motivation and Scholastic Achievement of girls and boys students of Commerce stream.

d Achievement Motivation and Scholastic Achievement of boys belonging to Rural Government Schools in case of Science stream are significantly correlated.

e Significant correlation exists between Achievement Motivation and Scholastic Achievement of Science boys belonging to Urban Government Schools.

f Scholastic Achievement and Achievement Motivation of boys in Arts stream are significantly correlated. Meaning hereby that in these cases Achievement Motivation plays an important role but in other cases no such relationship was found.

3. Emotional Intelligence and Scholastic Achievement of Science, Arts and Commerce students are positively related with one another. Meaning hereby by more Emotionally Intelligent the child is better will be the Academic Achievement.
a Emotional Intelligence and Scholastic Achievement of girls belonging to Science stream are correlated.
b Significant correlation exists between Emotional Intelligence and Scholastic Achievement of boys belonging to Science, Arts and Commerce streams.
c Significant correlation is found between Emotional Intelligence and Scholastic Achievement of Arts, Science and Commerce stream boys of Urban area.
d In case of Science stream Emotional Intelligence and Scholastic Achievement of boys belonging to Rural Government and Non-Government Schools are significantly correlated.
e Emotional Intelligence and Scholastic Achievement in case of boys of Rural Non-Government schools belonging to Commerce Stream are significantly correlated.
f A significant correlation exists between Emotional Intelligence and Scholastic Achievement of girl students of Rural Schools in case of Arts stream.
g Significant positive correlation is found between Emotional Intelligence and Scholastic Achievement of girl students of Rural Non-Government Schools belonging to Arts stream.
h Emotional Intelligence and Scholastic Achievement of girls belonging to Urban Non-Government Schools in case of Science stream are significantly correlated.
i Significant correlation is found between Emotional Intelligence and Scholastic Achievement of Urban girls of Science stream.

4. a Significant positive correlation is found between Attendance and Scholastic Achievement in case of boys of Science stream.
b Attendance and Scholastic Achievement of boys of Urban schools in case of Science stream are significantly correlated.
c Significant correlation exists between Attendance and Scholastic Achievement of Urban School boys in case of Science stream.
d In case of Science stream significant correlation is found between Attendance and Scholastic Achievement of girls of Rural Government and Urban Government Schools.

e Attendance and Scholastic Achievement are correlated in case of Rural Non-Government Schools belonging to Arts stream.

f Attendance and Scholastic Achievement in case of Commerce boys and girls belonging to Rural Non-Government Schools are significantly correlated.

g Rural schools Commerce stream boys Attendance and Scholastic Achievement are significantly correlated. Meaning hereby that in these cases Attendance plays an important role but in other cases no such relationship was found.

SUGGESTIONS FOR FURTHER STUDIES

1. A similar study can be conducted for college students also.
2. The study can be made 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 State Board.
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.

EDUCATIONAL IMPLICATIONS

1. Emotional Intelligence directly affects Academic Achievement. The more emotionally intelligent child is the more will be the Academic Achievement.
2. Achievement Motivation in the case of commerce students increases their academic performance.
3. Confidence, Self-assured and serene child achieve high in the academics as compared to apprehensive, worrying, depressive and troubled child.
4. Attendance is positively correlated with Scholastic Achievement in some of the cases.