CHAPTER 3 REVIEW OF RELATED LITERATURE
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Chapter 3

Review of Related Literature

3.0.0 Introduction

Every researcher must know what sources are available in the field of inquiry and how many of them are worthy to be used and where to be used.

In the field of education, the research worker needs up-to-date information regarding his/her problem, i.e. what has been thought and done so far in this particular area.

A survey solves the problem of starting trouble for the research scholar. The review of literature gives the scholar an understanding of previous work that has been done. The review of the literature in educational research provides us with the means of getting to the frontier in the particular field of knowledge. Such a review brings new insights and helps the development of the research procedure. Researcher could rightly eliminate duplication of what has already been worked out. A comprehensive study of the past working would offer the scholar the right background against which the present research study can be foregrounded. Borg and Gall\(^1\) explain the importance of related literature this way: The literature in any field forms the foundation upon which all future work must be built.

To have the better understanding of the problem, 'a study of achievements in the context of various variables of students of Ashramshalas of Gujarat', the investigator has gone through and gathered valuable information from the bulk of related research studies. She hopes to lay a strong foundation for the empirical study of the chosen problem.
Good, Barr and Scates analyse the purpose of research review as:

- to suggest the method of research appropriate to the problem.
- to locate the data useful in the interpretation of results.
- to show whether the evidence already available solves the problem adequately without further investigation and thus to avoid the risk of duplication.
- to provide ideas, theories, explanations of hypotheses valuable in formulating the problem.
- to contribute to the general scholarship of the investigator.

The educational researches have paid special attention to the students of urban areas. But no more attention was given to the students of rural areas and specially the areas of students studying in Ashram Schools were mostly untouched in reference to educational research. It is fact that some researches were undertaken on the Ashramshalas but they were evaluation studies, which were undertaken on Ashramshalas.

The central focus of all formal educational efforts is academic achievement on the part of the students. Most of research works done regarding academic achievement were undertaken on other students except the students studying in Uttar Buniyadi Ashramshalas, though there were some researches, which were done on the students of scheduled tribes.
3.1.0 Classification

Always we turn to future, casting a glance at the past and present, with a determination to do, what is still undone or to leave what has been done in the field of research also. It is axiomatic that one should have a fair understanding of the past and present studies related to his problem. Therefore, in this case, to demonstrate and show, where the present study stands, the investigator has gone through so many related works and has noted down major findings of the past ones. These studies can be categorised into two major areas:

- studies regarding Ashramshalas.

- studies regarding other variables.

The investigator, in this section, has referred to the research work done in India.

3.1.1 Studies regarding Ashramshalas

The investigator, in this section, has referred to the research work done in the area of Ashramshalas.
Title

An indepth analysis of Ashram Schools.

Objectives

1) To find out how far Ashram Schools had been able to meet the educational needs of tribal children in the area, where such schools were located.

2) How far such schools were able to bring tribal children into the mainstream of socio-economic life, and

3) To find out the cost-effectiveness of these schools vis-a-vis other formal type of primary and basic schools functioning in the same area.

Sample

Five states, namely Andhra Pradesh, Bihar, Gujarat, Madhya Pradesh and Maharashtra having large concentrations of tribal population and large number of Ashram Schools were selected for the purpose of the study.

Three districts respectively considered as high, medium and backward in development were selected from each state. One Ashram School and one non-Ashram School from each district were selected for indepth analysis.
Analysis of secondary data from records and case studies of tribal students.

Findings

1) Ashram Schools have been able to meet the educational needs of tribal children only to the limited extent of 4 per cent of the age group of 6-11 years.

2) Since Ashram Schools were generally located in remote rural areas, they met the needs of the population, which would have otherwise remained without education.

3) As the Ashram Schools provided free boarding and lodging facilities, they transferred resources in favour of poor sections of the society and thus attempted to equalize opportunities for education for those, who were economically and socially unequally placed.

4) It was observed that not many students from the tribes having low rate of literacy and placed at the lower rungs of social and economic status were found to be availing this facility. Since the number of schools considered here was very small, no generalization on this aspect could be made but future policy concerning admission of students should give preference to the children belonging to such tribes.
5) Although Ashram Schools tended to bring the tribal population into the mainstream of socio-economic life by providing common education, yet due to the separate schools for tribals, their integration with non-tribal population did not take place in these schools. With a view to helping integration of tribal children with non-tribal children, some percentage of non-tribal children needed to be admitted in these schools.

6) The unit cost of providing education in schools with small enrolment was high, irrespective of their location. Therefore, there was a strong case for increasing the number of enrolments from 20-60 to 150 or so and the number of teachers from 2-3 to 5.

7) There was also a case for improving the infrastructural and teaching-learning facilities in these schools, so that these students were able to compete with students educated in other rural or urban schools.

8) The rate of dropout in Ashram Schools was relatively less than in non-Ashram Schools.


Title

Ashram Schools of Gujarat : An Evaluative Study.
Objectives

1) To assess the extent of utilization of the Ashram School facility by the local tribal children and also by those of the neighbouring villages.

2) To find out the availability of lodging facility in comparison to the number of teachers and students.

3) To measure the wastage and stagnation among the Ashram School children.

4) To examine the role of Ashram Schools in the overall education of tribals.

5) To check whether the schools were fulfilling the objectives for which they were established, and

6) To assess the general impact of Ashram Schools on the tribal life and society.

Sample

Twenty two Ashramshalas were selected from eight different districts.

Methods

Information was collected by personally visiting the Ashram Schools and studying the various aspects. Information from wardens, students and parents was obtained through interviews and questionnaires. Documents available at the school were studied.
to analyse the reasons for the success and the failure. The impact of the Ashram Schools was analysed by visiting and meeting the people of that village and in the neighbouring villages.

**Findings**

1) Out of the twenty two, fourteen schools had 120 students each, which was according to the prescribed rules. The remaining schools had more than 120 each.

2) Except in two schools, the 1:1 ratio among boys and girls was not maintained. In all, there were 1709 boys and 990 girls forming a ratio of nearly 2:1.

3) The daily programme of work was more or less strictly observed in all the schools.

4) With respect to studies, 22.73 per cent schools were found to be careless. Many of them did not organise classes regularly. Students were found to be particularly weak in language and general knowledge.

5) Among the vocational education subjects taught, farming was the most predominant one.

6) Only eighteen Ashram Schools had 100 per cent teacher strength. There were some teachers, who had studied upto Class VII only. The ratio of male teachers to female teachers was 3:1.
7) The attitude of the non-tribal teachers towards the tribal children was not healthy.

8) The overall wastage rate was found to be 44.42 per cent in the Ashram Schools.

9) It was observed that the Ashram Schools induced regularity in the village schools also.

10) The impact of the schools on the people could be seen in terms of and awareness about education, awareness regarding their profession and political roles and also the changes introduced in the system of farming.

III Thakorbhai B. Nayak (1989)

Title

Uttar Buniyadi Ashramshalas for Scheduled Tribes of Gujarat.

Objectives

1) What are the sources for the admission of students in Uttar Buniyadi Ashramshalas ?

2) Is there any progress in women education in Adivasi community because of Uttar Buniyadi Ashramshalas ?
3) What is the ratio of wastage and stagnation in the students studying in Uttar Buniyadi Ashramshalas?

4) Of which castes, students got admission in Uttar Buniyadi Ashramshalas?

5) How is the result of New S.S.C. students studying in Uttar Buniyadi Ashramshalas?

6) How many students got higher education after passing S.S.C. examination?

7) Are the students and parents satisfied with present education system of Uttar Buniyadi Ashramshalas?

8) How far Uttar Buniyadi Ashramshalas are useful in Adivasi education?

9) Are Uttar Buniyadi Ashramshalas run according to the rules and regulations?

10) What are the problems of Uttar Buniyadi Ashramshals and what are the possible solutions of these problems?

11) How many new Uttar Buniyadi Ashramshalas are needed in the state?

Sample

Four Uttar Buniyadi Ashramshalas were selected with self-sampling technique, which are given below:
1) Kasturba Uttar Buniyadi Ashramshala
   Bhil Seva Mandal
   Zalod
   Panchmahals.

2) Uttar Buniyadi Ashramshala
   Vanvasi Seva Parishad, Vijali
   Rangpur
   Chhota Udepur
   Baroda.

3) Uttar Buniyadi Ashramshala
   Shree Bharuch District Adivasi Seva Sangh
   Ghantoli
   Dediapada
   Bharuch.

4) Uttar Buniyadi Ashramshala
   Halpati Seva Sangh
   Bhuvasan
   Surat.

30 students of Uttar Buniyadi Ashramshalas were also selected as sample.

Tools

1) Questionnaire for the general information of Uttar Buniyadi Ashramshalas.
2) Questionnaire for the information about physical facilities and grants received from the Government.

3) Information about student's family and economic conditions were collected by interview method and additional information was collected with the help of the observation technique.

Findings

1) There was no equal development of Uttar Buniyadi Ashramshalas in each district of Gujarat. The highest number of schools were started in Surat district.

2) Uttar Buniyadi Ashramshalas had very less contact with the society around the school.

3) In some Uttar Buniyadi Ashramshalas of Gujarat, implementation of principles of Buniyadi education was decreased in educational, physical and humanistic environment.

4) There were professional differences in those persons, who completed their study from this type of schools.

5) Most of the female students of Uttar Buniyadi Ashramshalas select higher education related to teaching profession.
6) There was low rate of wastage and stagnation in the students of Uttar Buniyadi Ashramshalas as compared to other secondary schools.

7) There was equal rate of wastage in the students of standard VIII, IX and X, but the rate of stagnation was high in standard X than standard VIII and IX.

8) Uttar Buniyadi Ashramshalas could not achieve the expected goal as regards the development of women education.

9) Uttar Buniyadi Ashramshalas play an important role in the diffusion of secondary education among the family members with low income.

10) In Uttar Buniyadi Ashramshalas, there were less number of students rather than the fixed number. Moreover, the number of girls were very less. In 62.22% schools, there were less number of students than the fixed number.

11) Very few students select English and Science subjects. Girl students do not select these subjects. Only 77% and 55% students passed in Science and Mathematics respectively.

12) In the subject of Krishi and Home Science, 94% of students passed, whereas 70% of students passed in Gujarati and Manav Jivan Vigyan. In Hindi and Mathematics, 50% students passed at S.S.C. examination in Uttar Buniyadi Schools.
13) Boy students hailing from Ashramshalas of primary level got good results at New S.S.C. level than the other students.

14) Students hailing from Uttar Buniyadi Ashramshalas do not select education of technical subjects or education for higher profession. This type of attitude was seen among the girls rather than among the boys.

15) In Uttar Buniyadi Ashramshalas, more girl students passed than boy students of standard VIII and IX, whereas in standard X more boy students passed than girl students.

16) In Uttar Buniyadi Ashramshalas, infrastructural facilities were very less and the diet provided to the students was also not nutritious.

IV Pratap D.R., Raju C.C. and Rao M.V.K. ⁶ (1971)

Title

Study of Ashram Schools in Tribal Areas of Andhra Pradesh.

Objectives

1) To assess the performance of Ashram Schools in reducing wastage, stagnation and absenteeism among tribal children.

2) To study the structure and functioning of Ashram Schools.
3) To find out the financial implications of Ashram Schools.

4) To study the shortcomings, if any, in the programme and

5) To assess the real value of the programme from the point of view of parents and teachers.

Sample

Six Ashram Schools were selected from four districts of Andhra Pradesh. The districts selected were Srikakulam, Visakhapatnam, East Godavari and West Godavari. Twenty parents of the inmates of each school were selected at random and all the teachers of the sample schools were interviewed. Besides, discussions were held with the local knowledgeable persons of the village, in which the school was located. Extension Officers of Education and Deputy Inspectors of Schools were also contacted for the collection of secondary data at block level.

Tools

1) Schedule for schools and questionnaires for parents and teachers.

2) School records like Attendance Registers, Admission Registers, Inspection Notes, Visitors’ Notes and Inspection Reports.

3) A questionnaire for household data of the parents.
Findings

1) On an average, each Ashram School was serving about sixty four students hailing from ten villages. About 65 per cent of the students of the sample schools were hailing from 58 per cent of the total villages and their range of distance was below nine kilometres from the school.

2) Most of the Ashram Schools were having non-tribal teachers. All the teachers were trained, eventhough their general educational qualifications were low.

3) A number of schools were not inspected even once in two years.

4) All the six schools were having their own buildings, while four schools were housed in pucca buildings with asbestos or tiled roofs, the other two were in thatched huts.

5) The necessary adjuncts of Ashram Schools viz. playground, small agricultural farms, vegetable and flower garden and drinking water wells were not provided in all the Ashram Schools.

6) Only three of the sample schools were having adequate teaching craft and sports equipment. The study materials, uniforms and bed covers were not supplied on time. The study materials like books, slates etc. were not given to day scholars due to inadequate supply.
7) The curriculum of Ashram Schools was almost similar to that of other primary schools except for the teaching of crafts like spinning, clay modelling, paper cutting, farm and garden work etc.

8) The average percentage of absenteeism was 31.60, while the stagnation index was 38.31 for the Ashram Schools.

9) Economic and social pull factors like economic activities, domestic work, parent and student indifference, child marriages, etc. were found to be mainly responsible for the prevalence of wastage and stagnation in the Ashram Schools.

3.1.2 Studies Regarding Other Variables

Several research workers have felt the need for studying the correlates of achievement. Such studies have been reviewed by the investigator as follows:

**Personality traits and achievement**

It has been asserted that apart from minimum academic requirement, the quality of scholastic performance depends upon certain personality factors. Personality play a vital role in the ultimate scholastic outcome of a child.

Mishra (1962) has reported that personality patterns of the high achievers and low achievers differed in traits like anxiety, judgement and neuroticism.
Rao's study (1963) revealed that differences in achievement were found to be significantly related to aspects of personality like neurotic, difficulties, morale and sense of responsibility.

Bhatnagar (1967) has reported that need for achievement, autonomy, intraception, succorance, dominance, nurturance, endurance and aggression correlated positively and need for deference, affiliation and abasement correlated negatively to academic achievement of the students.

Sinha's study (1967) revealed that the low achievers and high achievers were significantly discriminated on all the variables namely, achievement motivation, manifest anxiety, extraversion-introversion, neuroticism and emotionality.

Menon (1972) has found that overachieving groups of superior and general ability and of boys and girls were less extrovert and less maladjusted than underachievers and showed greater academic interest and endurance. Overachieving girls of general ability showed the strongest interest in aesthetic, social and mechanical activities.

Benarji (1972) has stressed the superiority of basic school students in their achievement in the mother tongue, studies of environment and speed handwriting. The difference between the groups in respect of their personality development has not been found to be significant.

Reddy V.L.N. (1973) has found that the personality factors namely, A, C, G, H, F, I, M, N, Q1, Q3 and Q4 were significantly associated with achievement.
Jayagopal (1974) in his study found high achievers to be reserved and tough-minded in comparison with under-achievers, whose personality profile revealed that they were characterised by spontaneity, vigour, spirit to associate with the group readily and uninhibited and zestful nature.

Pandey R.P. (1974) concluded that the personality factors $A'$, $B^+$, $D'$, $G^+$, $H^+$, $O^-$, $Q3$ and $Q4$ were significantly related to academic achievement of early adolescent students.

Rai (1974) has studied that anxiety as a personality trait had a changing role in achievement. Low level of anxiety helped in achieving high, whereas very high level of anxiety was detrimental to achievement.

Srivastava J.P. (1974) has found that personality traits of reserve-outgoing and less intelligent-more intelligent were significantly correlated with academic achievement at .01 level of significance.

Walaytrim (1974) has studied the effect of the different levels of three independent non-cognitive variables, viz, neuroticism, stability, extraversion-introversion and achievement motivation and of their interactions upon the academic achievement.

Ghuman (1976) has reported that the male over-achievers scored significantly higher than the male under-achievers on factors $G$, $H$, $I$ and $Q3$ of the H.S.P.Q, whereas the female over-achievers and under-achievers differed significantly on only factor $C$ of personality on which the under-achievers scored higher than the over-achievers.
Bhattacharya (1978) has found that the level of any of the fourteen personality factors did affect the achievement of class XI pupils.

Gupta (1983) has studied that the two levels of achievement were not differing significantly on personality factors - A, B, C, E, O and Q3 for boys and A, D, F, I, O and Q2 for girls.

Lall (1984) showed that academic success was negatively and significantly related to personal problems, sensitivity, anxiety and neuroticism.

Jahan (1985) has reported that the over-achievers of science stream were more reserved, intelligent, emotionally stable, excitable, obedient, sober, conscientious, shy, self-assured, self-sufficient, controlled and relaxed as compared to the under-achievers.

Sontakey (1986) has found that high achievers were more intelligent, less excitable, tough minded, self-reliant and realistic than low achievers as groups in biological sciences. In natural science, high achievers were more intelligent, less excitable, indisciplined, having self-conflict and relaxed, tranquil and unfrustrated than low achievers.

Dr. R. Ramaswamy (1990) has studied that personality was not significantly related to scholastic achievement among high achievers in boys. Personality was significantly related to scholastic achievement among low achievers in boys.

Chobey Madhuri (1990), Nisha (1991) and Namrata (1992) also found relationship between personality traits and academic achievement.
Creativity and achievement

Creativity is one of the important correlates of achievement. It is common belief that the high achievers are high intellect and high creative also.

Raina (1968) has studied that the high creative students scored significantly higher than the low creative with respect to academic achievement.

Khire (1971) has found that creativity has lower correlation with mechanical comprehension and higher with scholastic performance.

Passi (1972) has found that creativity has low relationship with achievement.

Joshi (1974) has studied that almost all creativity scores had low positive correlation with achievement scores in all school subjects except English.

Acharyulu S.T.V.G. (1978) has found that the achievement of the high verbal creativity group in different school subjects was significantly higher than that of the other groups.

Menon (1980) showed that creativity correlated the highest with language, the next being achievement (0.45) followed by intelligence (0.29).

Vijaylaxmi (1980) has found that the average academic achievement of high creatives was more than the average academic achievement of low creative. She further demonstrated a significant difference between high creatives and low creatives in academic achievement.
Basu (1980) has found that academic performance of secondary students could effectively be predicted on the base of intelligence and creativity measures.

Joshi S.P. (1981) has found that in urban areas, high achievers were also highly creative.

Singh (1982) has studied that verbal, non-verbal and total creative thinking variables had positive and significant relationship with academic achievement of high school boys and girls.

Mishra (1983) showed that educational achievement was significantly related to creative thinking.

The study of Vora I.A. (1984) revealed that students with high level of achievement could also be of high level of creative potential.


**Intelligence and achievement**

Intelligence is the most studied variable in the measurement tradition. Shukle (1958), Mehrotra (1958), Ghosh (1960) have found significant relation between intelligence and scholastic achievement.
Kulshreshtha (1956) has found the low correlations of intelligence test scores with the subject marks.

Rao's study (1965) revealed that the intelligence was significantly related to the prediction of scholastic achievement.

Sinha (1967) has found that the more successful students were significantly superior with a mean I.Q. of 112.98, as against that of 102.49 of the low achievers.


Reddy (1973) factor analysed the scores on the Cattell Culture Fair Test of Intelligence, the Mukerjee Sentence Completion Test and University Marks in various courses of students in respect of arts and science under-graduates and found that intelligence was significantly associated with achievement in one subject or the other.

Makhiya (1973) and Dhami (1974) have revealed that intelligence had a significantly positive influence on scholastic achievement.

Lalithamma (1975) studied the relationship of intelligence with achievement, the study revealed that the achievement in Mathematics was positively related to intelligence.
Sheetha B.C. (1975) found that high achievers possessed superior intelligence, when compared with low and non-achievers.

Kumaraiah V. (1976) has revealed that intelligence differentiated the high and the low achievers at all the stages in under-graduate medical education.

Kakkar (1977) found significant relation between intelligence and scholastic achievement.

Srivastava’s study (1980) revealed substantial correlation between intelligence and achievement. Most of studies cited above have emphasised positive relationship between intelligence and academic achievement.

Aruna (1981) studied that there was a significant positive correlation between the intelligence and the academic achievement of SC and ST students. Moreover, she stated that the academic achievement of SC and ST students was mainly a function of intelligence among the selected factors (sex, general adjustment and education of father or guardian) for the study.

Rajput’s study (1984) revealed that intelligence affected the achievement of students in mathematics significantly at all the three levels, i.e. high, average and low.

Mitra (1985) has found that intelligence was the most significant correlate of achievement.

Dixit (1985) has reported that in case of the boys, there was very high correlation between intelligence test scores and academic achievement, whereas in the case of
girls, there was an average correlation between intelligence test scores and academic achievement.

Mehrotra (1986) has studied that there was a positive relationship between intelligence and academic achievement.


**Self-concept and achievement**

Sharma (1968) found that the subjects with a very high self-concept as well as those with a very low self-concept were low achievers.

The study of Ramkumar and Vasantha (1969) revealed that positive relationship \( r = 0.43 \) existed between self-concept and achievement.

Goswami (1978) has studied that global self-concept and scholastic achievement had a significant positive correlation.

Shah J.H. (1978) has found that the relationship between self-concept and academic achievement was significantly positive and linear.

Sharma R.R. (1979) has reported that the level of self-concept affected academic achievement positively and significantly.
Hirunval (1980) has found that the self-concept and pupil's academic performance were positively related.

Homchaudhari S. (1980) has studied that self-concept was the most significant correlate of academic performance.

Rani B. (1980) has found that only self-concept and reflected self-concept were related significantly to the students' academic achievement.

Singh (1983) has reported that there was a positive significant relationship between self-concept and academic achievement of arts, science and commerce students.

Sween (1984) has reported that students with high self-concept achieved significantly higher scores than those with low self-concept.

Pathani (1985) has found self-concept as a significant predictor of academic achievement (actual) and academic achievement (perceived).


**School climate and achievement**

School climate is important factor, which influences the pupil's achievement. The recognition of the importance of school climate in relation to academic achievement stimulated a wide variety of investigators.
Lulla, Shah and Darji (1966) found that poor school administrative procedures hindered pupil's achievement.

Pillai N.P. (1969) found that from three factors like teacher factors, social and educational factors or environmental factors and organisational and administrative factors, the environmental factors exerted the maximum influence on achievement.

Bhasin's study (1974) revealed the positive and significant correlation (0.354) of total school perception with academic achievement.

Verma (1977) has found that the pupil's classroom behaviour was positively correlated with his academic achievement. Further investigator demonstrated that all the components of the studiousness factor and the composite studiousness factor were positively correlated and the mischievousness factor and its components were negatively correlated with the pupil's academic achievement.

Reddy (1981) studied interrelationship between organizational climate and academic achievement. The students of the schools with the controlled-cum-open organizational climate achieved higher scores of achievement than the other type of schools.

Shashidhar (1981) revealed that the dimension, disengagement hindered the achievement of the SC students of standard X and intimacy enhanced their achievement.

3.2.0 Justification of the Study

Following conclusions may be drawn from the review of research done in the field of Ashramshalas.

The research work reviewed in this chapter throws light on the fact that there are studies regarding Ashramshalas. But most of them have concentrated on the studies regarding the infrastructural facilities of the Ashramshalas. Some of the studies have tried to find the ratio of wastage and stagnation of Ashramshalas. All the studies were done on the primary section of the Ashramshalas. Area of the achievement of the students of Ashramshalas was totally untouched, though the knowledge of the achievement is helpful to gain the information about the fulfilment of the aim of the establishment of the Ashramshalas, there is no such study, which is carried out on the relationship of achievement of the students with the factors affecting it. The investigator tried to find out the relationship of achievement of the students with their intelligence, self-concept, personality and creativity. The main points of the review can be concluded as follows:

1) Not much research work has been done in the area so as to arrive at any conclusive result.

2) It is found that none of the researches were held on Uttar Buniyadi Ashramshalas.

3) And it is also found that none of the researches conducted so far has concentrated upon the various variables affecting the achievement of the students of Uttar Buniyadi Ashramshalas.
This comprehensive review of the specific researches and emerging concepts in the field have provided the background and guidelines for conducting the present study, which deviates it from the cited studies in the following respects:

1) This study focusses upon the achievement of the students studying in Uttar Buniyadi Ashramshalas.

2) This study also focusses upon the correlates of the achievement of the students studying in Uttar Buniyadi Ashramshalas.

3) One of the main objectives of the study has been to find out the relationship among personality traits, creativity, intelligence, self-concept, school climate and achievement of students studying in Uttar Buniyadi Ashramshalas of Gujarat.

4) The other aim of this investigation has been to predict the individual and proportionate effects of the variables affecting the achievement of the students.

5) The present study is comprised of correlated as well as differential studies.

On the basis of these characteristics, which distinguish it from other studies, it may be concluded that the present research is a novel attempt to explore the hidden corners of the reality.
References


