CHAPTER V
DISCUSSION OF RESULTS

On the basis of the tests applied for the statistical analysis of the data, certain results are drawn which have been discussed in this chapter. The data have been analyzed and interpreted in terms of the hypotheses of this investigation. Efforts have been made to draw useful conclusions to assign psychological meanings to the interpretation of the results.

5.1 DISCUSSION OF RESULTS

Hypothesis-wise discussion of results is being presented below:

1. The first hypothesis states that there exists no significant relationship between academic achievement and general mental ability of high school students was tested by applying product moment coefficient of correlation between the scores of academic achievement and general mental ability. The value of product moment coefficient of correlation was found to be of the order of \( r = 0.53 \) (df=398, N=400) vide table 4.7. It is statistically significant at .01 level of confidence, depicting that there is significant and positive correlation between the academic achievement and general mental ability of high school students. It indicates that with the increase in score of general mental ability the corresponding score in the academic achievement also increases and vice versa. Moreover, the dependability of the coefficients of correlations in terms of their standard errors (Table 4.8) and Fisher’s z function (Table 4.9) also show that the correlation is highly significant.

The product moment coefficient of correlation between academic achievement and general mental ability scores were also calculated separately for boys and girls and found to be of the order of \( r = 0.41 \) (df=198, N=200) and \( r = 0.65 \) (df =198 N=200) vide tables 4.11 and 4.15 which are significant at .01 level. Moreover, the dependability of the coefficients of correlations in terms of their
standard errors (Table 4.12 and 4.13) and Fisher’s z function (Table 4.16 and 4.17) for boys and girls also show that the correlation is highly significant.

In order to partial out the effect of other related variables, the partial coefficients of correlation between academic achievement and general mental ability were computed by partialling out the effect of the other three variables i.e. anxiety, emotional maturity and social maturity. The values of partial coefficients of correlation between academic achievement and general mental ability of high school students got reduced from \( r = 0.53 \) to \( r_{12.345} = 0.250 \) (Table 4.19) when the effect of anxiety, emotional maturity and social maturity was ruled out. Similarly, the value of partial coefficient of correlation between academic achievement and general mental ability got decreased from \( r = 0.41 \) to \( r_{12.345} = 0.296 \) (Table 4.20) in case of boys and from \( r = 0.65 \) to \( r_{12.345} = 0.185 \) (Table 4.21) in case of girls. This clearly depicts that the correlation between academic achievement and general mental ability was much reduced in case of girls than that of the boys and the total sample. It further indicates that anxiety, emotional maturity and social maturity play a more significant role in explaining the relationship between academic achievement and general mental ability in case of girls than boys and the total sample.

For investigating, the contribution of general mental ability in the achievement of high school students, multiple coefficients of correlation were found out. General mental ability contributes 1.80 percent in the academic achievement of high school students (Table 4.34). The contribution is 2.90 percent in case of boys (Table 4.35) and 0.90 percent in case of girls (Table 4.36). It shows that in case of boys, general mental ability contributes higher percentage than girls.

High value of correlation between general mental ability and academic achievement suggests that general mental ability plays a significant and positive role in the academic achievement of high school students. General mental ability has emerged as an independent predictor of academic achievement and rightly so
because students with high level of general mental ability and greater IQ can only perform well in the final examination and hence achieve more.

The reasons for the above results may be that in both general mental ability as well as academic achievement, high school students are supposed to possess some degree of ability by way of thinking, reasoning, analysis, inferences etc.

Thus, the findings yielded by the present investigation are largely in agreement with previous research findings of Mohan, Rajinder & Amarjit (1975) who reported that intelligence as measured by progressive matrix scale was positively related to their total educational attainment. The results of the studies conducted by Kumari (1979), Sanandaraj and Krishnan (1980), Basu (1982), Maqsud (1983), Defrain (1983), Rajput (1984), Kaur (1983), Kaile (1985), Okafor (1989), Chadha and Chandna (1990), Garg and Chaturvedi (1992), Quickpathi (1993), Oh Hawang (1995), Mishra (1997), Mohanty (1998), Bajwa (1998), Thordardottir (2000), Barrett (2001), Behra (2002), Kaur (2002), Devi (2003), Kaur (2004), Begum and Phukan (2005) etc. also provide ample support to these findings. Moreover, Venugopal (1994) in her study to determine the relationship between intelligence and achievement in Biology found positive correlation between intelligence and achievement in Biology. Significant positive 'r' was also established between achievement in English and intelligence by Sandhu (1985), Balasubramaniam (1993), Chopra (1994) etc.

It can further be inferred from the results that students' level of general mental ability is a significant determinant of their academic achievement. In other words, the academic achievement of a student can be predicted from his level of general mental ability.

On the basis of the results interpreted and discussed, it can be concluded that there is a positive and significant relationship between academic achievement and general mental ability of high school students, boys as well as girls. Thus the first hypothesis stating that there exists no significant relationship
between academic achievement and general mental ability of high school students stands verified and hence, it is rejected.

2. The second hypothesis that states there exists no significant relationship between academic achievement and anxiety of high school students was tested by subjecting data to correlation approach. The product moment coefficient of correlation between academic achievement and anxiety was obtained. The value of coefficient of correlation was found to be of the order of $r = -0.15$ (df=398, N=400) vide table 4.7, which is significant at .01 level indicating that anxiety has significant and negative relationship with academic achievement. It indicates that with the increase in score of anxiety the corresponding score in the academic achievement decreases and vice versa. Moreover, the dependability of the coefficients of correlations in terms of their standard errors (Table 4.8) and Fisher’s z function (Table 4.9) also show that the correlation is highly significant.

To confirm these results for boys and girls separately, product moment coefficient of correlation between academic achievement and anxiety scores for boys and girls were calculated and found to be of the order of $r = -0.13$ (df = 198, N=200) vide table 4.11 and $r = -0.24$ (df=198, N=200) vide table 4.15, which reveals that there is no significant relationship between academic achievement and anxiety of boys whereas significant relationship exists between the two variables for girls. Moreover, the dependability of the coefficients of correlations in terms of their standard errors (Table 4.12 and 4.13) and Fisher’s z function (Table 4.16 and 4.17) also show that the correlation is non-significant in case of boys but significant for girls.

In order to partial out the effect of other variables, the partial coefficients of correlation between academic achievement and anxiety were computed by ruling out the effect of general mental ability, emotional maturity and social maturity. The values of partial coefficients of correlation between academic achievement and anxiety of high school students shifted towards positive side
from \( r = -0.15 \) to \( r = 0.041 \) for the total sample (Table 4.22) and from \( r = -0.13 \) to \( r = 0.097 \) in case of boys (Table 4.23) and is reduced from \( r = -0.24 \) to \( r = -0.099 \) (Table 4.24) in case of girls, when the effect of other three variables is nullified. This clearly indicates that after partialling out the effect of general mental ability, emotional maturity and social maturity, the negative effect of anxiety is reduced which is more marked in case of boys than the girls and the total sample.

To know the contribution of anxiety in the academic achievement of high school students, multiple coefficients of correlation were found out. Anxiety contributes zero per cent in the academic achievement of high school students and just .03 percent in case of boys and girls (Tables 4.34-4.36). The contribution of anxiety is not shown through multiple correlations for the total sample whereas it contributes equally in the academic achievement of boys and girls.

This result could be elucidated on the basis of the assumption that anxiety may be one of the obstacles blocking high academic achievement in high school students. Since anxiety plays a role in reducing some factor that helps to increase academic achievement. Hence, psychic energy is concentrated towards releasing tension.

Researchers agree that anxiety can be a multifaceted agent. At its simple or optional level it can be motive, but at its high level it can be hindrance. Anxiety in its earlier phase puts a person in a state of instability and imbalance. To reduce that tension, the person must remove cause, and here anxiety may be a motive to get rid of what upsets him or her.


On the basis of the results interpreted and discussed, it can be concluded that there is no significant relationship between academic achievement and anxiety of total high school students as well as boys but significant relationship between the two variables for girls. Thus the fourth hypothesis stating that there exists no significant relationship between academic achievement and anxiety of high school students stands verified and hence, it is partially rejected.

3. The third hypothesis that states there exists no significant relationship between academic achievement and emotional maturity of high school students was tested by applying correlation technique between academic achievement and emotional maturity scores of high school students.

As per the manual of the emotional maturity scale the students who score less on emotional maturity scale tend to be more emotionally mature where as students who score high on emotional maturity scale tend to be less emotionally mature. The value of product moment coefficient of correlation between academic achievement and emotional maturity was found to be of the order of \( r = -0.08 \) (df=398, N=400) vide table 4.7. It is statistically not significant indicating that there is no significant relationship between academic achievement and emotional maturity of high school student. Moreover, the dependability of the coefficients of correlations in terms of their standard errors (Table 4.8) and Fisher’s z function (Table 4.9) also show that the correlation is not significant.

The product moment coefficient of correlation between academic achievement and emotional maturity scores for boys and girls respectively were calculated and found to be of the order of \( r = -0.18 \) (df = 198, N=200) vide table 4.11 and \( r = 0.07 \) (df=198, N=200) vide table 4.15, which reveals that there is significant relationship between academic achievement and emotional maturity of boys and non-significant correlation between the two variables in case of girls.
Moreover, the dependability of the coefficients of correlations in terms of their standard errors (Table 4.12 and 4.13) and Fisher’s z function (Table 4.16 and 4.17) also show that the correlation is significant in case of boys and non-significant in case of girls.

In order to nullify the influence of other related variables, the partial coefficients of correlation between academic achievement and emotional maturity were computed by partialling out the effect of anxiety, general mental ability and social maturity. The value of partial coefficient of correlation between academic achievement and emotional maturity of high school students got increased from \( r = -0.08 \) to \( r_{14,235} = -0.152 \) (Table 4.25) in case of total sample. This increase in the value of partial coefficient of correlation between academic achievement and emotional maturity was more marked in case of boys from \( r = -0.18 \) to \( r_{14,235} = -0.222 \) (Table 4.26) and was negligible in case of girls from \( r = 0.07 \) to \( r_{14,235} = -0.0024 \) (Table 4.27) when the effect of other three related variables was eliminated. This clearly shows that there is positivity of relationship between academic achievement and emotional maturity and it becomes more prominent especially in case of boys when the effect of general mental ability, anxiety and social maturity was ruled out.

To know the contribution of emotional maturity in the academic achievement of high school students, multiple coefficients of correlation were found out. Emotional maturity contributes 0.60 per cent in the academic achievement of high school students vide table 4.34. The contribution of emotional maturity is 1.30 percent in case of boys and zero percent in case of girls vide table 4.35 and 4.36.

It reveals that emotional maturity contributes in the academic achievement of high school boys but not of high school girls. The results also show that there is no significant relationship between academic achievement and emotional maturity for the girls as well as for the total sample. But in case of boys the relationship is found to be negative and significant indicating that higher
level of emotional immaturity leads to high level of academic achievement and it needs to be explored further.

Emotional maturity has emerged as an independent predictor of academic achievement in case of boys and this may be due to the fact that high academic achievement of boys act as an emotional tonic and any harm done to a child in the home or neighbourhood may lead to poor achievement in school. It also reduces the confidence level of the students and leads to poor adjustment with other members of the society. Moreover, high achievers are generally found to be emotionally stable and of independent thinking. All these factors help the boys to become emotionally mature.

Thus, the findings yielded by the present investigation are in conformity with the previous research findings of Kaur, M. (2001), Gakhar (2003) who reported non-significant relationship between emotional maturity and academic achievement and Muley Patnam and Vasekar (2003) who also found non-significant relationship between slum children's emotional maturity and their academic performance. Whereas Dhami (1974), Bisht (1980), Sabapathy (1986), Lekhi (2005) depicted significant relationship between these two variables.

On the basis of the results interpreted and discussed, it can be inferred that there is no significant relationship between academic achievement and emotional maturity of total high school students as well as girls but significant correlation exists between the two variables for boys. Thus the second hypothesis stating that there exists no significant relationship between academic achievement and emotional maturity of high school students stands verified and hence, it is partially rejected.

4. The fourth hypothesis that states there exists no significant relationship between academic achievement and social maturity of high school students was tested by applying product moment coefficient of correlation between the academic achievement and the social maturity. The value of product moment coefficient of correlation was found to be of the order of $r = \ldots$
0.84 (df=398, N=400) vide table 4.7 and it is significant at .01 level of confidence depicting that there is significant and positive correlation between the academic achievement and social maturity of high school students. Moreover, the dependability of the coefficients of correlations in terms of their standard errors (Table 4.8) and Fisher’s z function (Table 4.9) also show that the correlation is highly significant.

In order to verify these results on the basis of gender, the product moment coefficient of correlation between the academic achievement and social maturity scores of boys and girls were calculated and found to be of the order of \( r = 0.81 \) (df=198, N=200) and \( r = 0.88 \) (df =198 N=200) vide table 4.11 and 4.15 which are significant at .01 level. Moreover, the dependability of the coefficients of correlations in terms of their standard errors (Table 4.12 and 4.13) and Fisher’s z function (Table 4.16 and 4.17) for boys and girls also show that the correlation is highly significant.

In order to nullify the effect of other variables i.e. general mental ability, anxiety and emotional maturity, partial coefficients of correlation between academic achievement and social maturity was computed. The value of partial coefficient of correlation between academic achievement and social maturity of high school students got reduced from \( r = 0.84 \) to \( r_{15,234} = 0.795 \) (Table 4.28) when the effect of general mental ability, anxiety and emotional maturity was nullified. This decrease in the value of partial coefficient of correlation between academic achievement and social maturity was less in case of boys from \( r = 0.81 \) to \( r_{15,234} = 0.793 \) (Table 4.29) as compared to that of girls from \( r = 0.88 \) to \( r_{15,234} = 0.798 \) (Table 4.30) when the effect of all the three variables was eliminated. It shows that the relationship between academic achievement and social maturity has become weak which is more marked in case of girls than the boys and the total sample indicating the meaning that in case of girls general mental ability, anxiety and emotional maturity play a more significant role in explaining the
relationship between academic achievement and social maturity as compared to boys and the total sample.

For knowing the contribution of social maturity in the academic achievement of high school students, multiple coefficients of correlation were computed. Social maturity contributes 71.20 percent in the academic achievement of high school students (Table 4.34). The contribution is 64.20 percent in case of boys (Table 4.35) and 77.90 percent in case of girls (Table 4.36). It clearly indicates that social maturity contributes more in the academic achievement of girls than boys.

The high value of correlation between the two variables shows that social maturity plays a significant and positive role in the academic achievement of high school students. High value of correlation between social maturity and academic achievement suggest that there is much association in these two variables.

The above findings are supported by the studies done by Sabapathy (1986), Asthana (1989) who also concluded a significant positive relationship between academic achievement and social maturity Whereas Aggarwal (2007) reported no significant relationship between these two variables.

It can further be inferred from the results that a students' level of social maturity is a significant determiner of their academic achievement. In other words, the academic achievement of a student can be predicted from his level of social maturity.

On the basis of the results interpreted and discussed, it can be concluded that there is a positive and significant relationship between academic achievement and social maturity of high school students, boys as well as girls. Thus the third hypothesis stating that there exists no significant relationship between academic achievement and social maturity of high school students stands verified and hence, it is rejected.
5. The fifth hypothesis that states there exists no significant relationship among general mental ability, anxiety, emotional and social maturity of high school students was tested by applying correlation technique so as to find the inter-relationships among general mental ability, anxiety, emotional maturity and social maturity.

The obtained values of product moment coefficients of correlation between general mental ability and emotional maturity \( r = -0.03 \) and between emotional maturity and social maturity \( r = 0.006 \) vide table 4.7, are not statistically significant indicating the result that there is no significant relationship between general mental ability and emotional maturity, emotional maturity and social maturity of high school students. Moreover, the dependability of the coefficients of correlations in terms of their standard errors (Table 4.8) and Fisher’s z function (Table 4.9) also show that the correlations are non-significant.

Whereas the correlation values between general mental ability and social maturity, \( r = 0.49 \), between anxiety and emotional maturity, \( r = 0.20 \) were found to be positive and significant and between anxiety and social maturity, \( r = -0.15 \) was found to be negative and significant at .01 level of confidence (Table 4.7). The dependability of the coefficients of correlation in terms of their standard errors (Table 4.8) and Fisher's z function (Table 4.9) also show that the correlations are significant.

In order to see the relationship among these variables separately for boys and girls, the values of coefficients of correlations for boys between general mental ability and emotional maturity \( r = -0.08 \), between anxiety and social maturity \( r = -0.12 \) and between emotional maturity and social maturity \( r = -0.06 \), were found to be non-significant whereas the correlation values between general mental ability and social maturity \( r = 0.31 \) and between anxiety and emotional maturity \( r = 0.30 \) were found to be positive and significant and between general
mental ability and anxiety $r=-0.32$ was found to be negative and significant at .01 level (Table 4.11).

The values of correlation for girls between general mental ability and emotional maturity $r= 0.05$, between anxiety and emotional maturity $r= 0.13$ and between emotional maturity and social maturity $r= 0.09$ were found to be non-significant whereas the value of correlation between general mental ability and social maturity $r= 0.65$ was found to be positive and significant and between anxiety and social maturity $r=-0.197$ and between general mental ability and anxiety $r=-0.28$ were found to be negative and significant at .01 level of confidence (Table 4.15).

Moreover, the dependability of the coefficients of correlations in terms of their standard errors and Fisher’s z function (Table 4.12 and 4.13) also show that the correlation for boys, between general mental ability and social maturity, anxiety and emotional maturity, general mental ability and anxiety are significant. Tables 4.16 and 4.17 show that for girls, the correlation between general mental ability and social maturity, general mental ability and anxiety, anxiety and social maturity are significant. Whereas the correlations are non-significant between general mental ability and emotional maturity, anxiety and social maturity and emotional and social maturity for boys, and between general mental ability and emotional maturity, anxiety and emotional maturity and emotional maturity and social maturity for girls.

In order to nullify the effect of other related variables, the partial coefficients of correlation between general mental ability and anxiety, general mental ability and emotional maturity, general mental ability and social maturity were computed by partialling out the effect of other related variables. The results of table 4.31 show that the values of partial coefficient of correlation for the total students between general mental ability and anxiety got reduced from $r=-0.28$ to $r_{23.45}=-0.246$ when the effect of emotional and social maturity was eliminated and between general mental ability and emotional maturity became positive from $r=-
0.03 to $r_{24.35} = 0.018$ when the effect of anxiety and social maturity was ruled out and between general mental ability and social maturity got decreased from $r=0.49$ to $r_{25.34} = 0.471$ when the affect of anxiety and emotional maturity was partialled out.

The values of partial coefficients of correlation between general mental ability and anxiety got decreased from $r=-0.32$ to $r_{23.45}=-0.295$, between general mental ability and emotional maturity changed to positive from $r=-0.08$ to $r_{24.35}=0.025$ and between general mental ability and social maturity got reduced from $r=0.31$ to $r_{25.34} = 0.293$ for boys (Table 4.32). In case of girls partial coefficients of correlation between general mental ability and anxiety got reduced from $r=-0.28$ to $r_{23.45}=-0.196$, between general mental ability and emotional maturity from $r=0.05$ to $r_{24.35}=0.11$ and between general mental ability and social maturity from $r=0.65$ to $r_{25.34} = 0.627$ (Table 4.33). The rise or fall in values of partial correlations indicates that partialled out variables also affect the general mental ability of high school students, boys as well as girls.

It reveals that emotional maturity has nothing to do with the general mental ability of the high school students. It is, therefore, obvious that emotional maturity and general mental ability do not go parallel to each other but in the same direction in case of boys and the total sample only.

This may be due to the fact that general mental ability may be able to enhance one's thinking, reasoning and problem solving abilities but not the ability to control and regulate emotions. Moreover, it is not necessary that a person who has high general mental ability may also have high emotional maturity because emotional maturity of the persons depends upon their power of concentration, on their surrounding, on the company of their friends and adequate control over their emotions.

The above results are not in resonance with the studies conducted by Arya (1984), Sumbali (1987), Anju (2000), Kaur (2001), Kaur (2003), Lekhi (2005), who concluded that superior intelligence shows high relationship with
emotional maturity.

Whereas, the high value of correlation between general mental ability and social maturity for boys and girls and the total students may be due to the fact that a person with more general mental ability is capable to build a good number of relations and deal effectively with different members of the society. Due to his critical and analytical ability, he behaves effectively in social situations, establishes friendship with other persons quickly and understands the social relations like socially mature person as per the demand of time. Moreover, students with superior intelligence will not react to the unwanted situation there and then and make relationships whosoever may come in his contact. He will wait and watch the situation and will definitely adapt to the situation intelligently.

Further the results may be explained on the basis that according to one’s social intelligence, the individual learns to include more and more people in his group, with whom he feels at home and for whom he may make sacrifices. As intelligence is concerned with the cognitive domain of development, so it is the indicator of the ability to cope successfully with novel situation and versatility of adjustment.

The above results are quite in conformity with the results of the studies conducted by Rao (1978), Defrain (1983), Arya (1984), Asthana (1989), Anju (2000) and Aggarwal (2007) who reported that superior intelligence show significant relationship with social maturity.

The significant negative value of relationship between general mental ability and anxiety for boys and girls and the total students indicate that anxiety and general mental ability are inversely related to each other. In other words, with the increase in the value of one variable, the corresponding value in the other variable decreases. This may be due to the fact that high anxious people may not be able to concentrate and make use of their intellectual ability properly.

On the basis of the results interpreted and discussed, it can be concluded
that there exists a significant relationship between general mental ability and anxiety, between general mental ability and social maturity for boys and girls and the total sample. But significant relationship exists between anxiety and social maturity for girls and the total sample and between anxiety and emotional maturity for the boys and the total sample. However, non-significant relationship were found between general mental ability and emotional maturity, between emotional maturity and social maturity of high school students, boys as well as girls. Thus the fifth hypothesis stating that there exists no significant relationship among general mental ability, anxiety, emotional maturity and social maturity of high school students stands verified and hence, it is partially rejected.

6. There is no difference between boys and girls, rural and urban high school students in relation to the variables of general mental ability, anxiety, emotional maturity, social maturity, and academic achievement - In order to test this hypothesis, t-test was applied to study the significance of the differences between the mean scores of boys and girls and rural and urban high school students on the basis of all the five variables taken in this study i.e. General mental ability, anxiety, emotional maturity, social maturity and academic achievement. The results of tables 4.5 and 4.6 show the gender and locale-wise differences on the variables of general mental ability, anxiety, emotional maturity social maturity and academic achievement. The results are discussed as follow:

General Mental Ability

The results of difference between the mean general mental ability scores of boys (M=49.669) and girls (M=50.331) are found to be non-significant (t=.661, Table 4.5). It means although there is no significant difference in general mental ability of boys and girls yet the general mental ability of girls is higher as compared to the boys.

High general mental ability of girls may be because girls are more hardworking, introvert, sensitive as compared to boys who are more extroverts, tough and less laborious.
The above results are supported by studies of Ranhotra (1996), Khanna (1999), Bellow (2000), Kaur (2002), Behra (2002) and Devi (2003) who arrived at the same result. The results are not in conformity with the findings of Kashyap (1989) and Bidlan (2004) who reported significant differences between boys and girls in their intelligence level. Whereas Garland (1996) concluded that boys are more intelligent than girls.

The results of difference between the mean general mental ability scores of rural (M=44.028) and urban (M=55.971) are found to be significant (t=14.88, Table 4.6). It shows that there is a significant difference in general mental ability of rural and urban high school students.

The level of general mental ability is high in case of urban high school students. This may be due to the fact that urban high school students have more facilities of getting education, belong to educated families and hence, more intelligent than their rural counterparts.

**Anxiety**

The results of difference between the mean anxiety scores of boys (M=47.875) and girls (M=52.124) are found to be significant (t= 4.343, Table 4.5) which reveals that there is significant difference in the anxiety of boys and girls.

The result clearly states that girls are more anxious than boys. This result is in line with the findings of previous studies conducted by Dodds (1975), Abu Marak (1988), Kashyap (1989), Varma (1992), Singh and Broota (1992), Ellakka and Elanka (2000), Creighton-Lacroix and Wendy Denise (2000), Sarala Devi and Niranjalil (2001), Pomerantz and Saxon (2002), Barnes (2005), El-Anzi (2005) and Sultania et. al. (2009) but not in resonance with the finding of Khanna (1999), Murty (2000), Pantel (2008) and Larmore (2010) who found that there existed no significant difference in the anxiety of boys and girls. The reasons for this result may be society’s attitude towards females. They bear more responsibilities and challenges in different situations of life. This makes them more anxious concerning their tasks.
The results of difference between the mean anxiety scores of rural (M=52.068) and urban (M=47.931) students are found to be significant (t= 4.223, Table 4.6) which reveals that there is significant difference in the anxiety of rural and urban high school students. Here the reasons for urban high school students' lower anxiety as compared to rural high school students may be due the fact that urban students are more intelligent, active, alert and have more facilities for getting education at their disposal and hence can react with all situations without being anxious. Moreover, their parents are also educated and help their wards in solving their problems whereas in rural setting, the parents are illiterate and students have to help in their parents’ work besides getting education. The above results are in conformity with the studies conducted by Shanmugasundaram (1983), Singh (1984), Shikari (1986) and Yadav (1989) who reported that rural students had greater anxiety than urban students.

**Emotional Maturity**

Results of table 4.5 show that there is no significant difference between boys and girls on the basis of their emotional maturity as the t-ratio (1.796) is found to be non-significant. After comparing their means, it is found that mean emotional maturity score of boys (M=50.895) is higher (less emotionally mature) than those of girls (M=49.105). It means although there is no significant difference in emotional maturity of boys and girls yet the level of emotional maturity in case of girls is higher as compared to their counterparts.

High emotional maturity in girls may be because girls are more expressive and have more sentiments and toleration power as compared to boys who by nature are less expressive and sensitive.

(2003), Katyal and Avasthi (2004) reported that significant differences between boys and girls on the basis of their emotional maturity.

Results of table 4.6 show that there is no significant difference between rural and urban high school students on the basis of their emotional maturity as the t-ratio (.933) is found to be non-significant. After comparing their means, it is found that mean emotional maturity score of rural students (M=49.533) is lower (more emotionally mature) than those of urban ones (M=50.466). It means although there is no significant difference in emotional maturity of rural and urban students yet the level of emotional maturity in case of rural is higher as compared to their urban counterparts. The urban high school students' lower emotional maturity (high emotional maturity score) as compared to rural high school students may be due the fact that living in rural setting is simple, students are more emotionally attached towards their family members and teachers moreover, they have not sufficient sources of entertainment at their disposal whereas in urban setting life is full of competition, challenge, students are more active and parents are more serious about the studies and future of their wards and also check time to time activities of their children.

The findings of the present study are in resonance with the findings of Harleen (1998) and Kaur (2001) in which rural students were found to be more emotionally mature as compared to urban students. But the findings of Sharma and Singh (1997), Miley Patnam and Vasekar (2003), Kaur (2004) and Lekhi (2005) reported significant differences in the emotional maturity of adolescents of rural and urban areas.

Social Maturity

The results of difference between the mean social maturity scores of boys (M=49.623) and girls (M=50.377) are found to be non-significant (t=.754, Table 4.5). It means although there is no significant difference in social maturity of boys and girls yet the social maturity of girls is higher as compared to the boys.

High social maturity of girls may be because girls are more intelligent,
talkative and more expressive as compared to boys who are more egoistic, tough and less intelligent.

The above results are in line with the results of study conducted by Rao (1978), Sarojama (1990), Swarupa Rani and C.R. Prabha (2008) who reported that girls generally scored higher than boys on social maturity but not in resonance with the study conducted by Ramalingam, P. and P. Mani (2009) who found that boys and girls differed significantly on social maturity and Mulia (1991), Diwan (1998), Chand (2007), Aggarwal (2007) and Kalyandevi, T. and C. Prathima (2009) who found that students of both sexes are just equal in their social maturity.

The results of difference between the mean social maturity scores of rural (M=49.416) and urban (M=50.584) students are found to be non-significant (t=1.168, Table 4.6). It means although there is no significant difference in social maturity of rural and urban students yet the social maturity of urban students is higher as compared to the rural ones.

In urban setting, environment is calm and congenial, there is more feeling of oneness, students by nature are cooperative, extroverts, more expressive, experienced and intelligent. All these above factors make difference in social maturity of high school students of rural urban areas.

The above results are in agreement with the findings of Diwan (1998) that show the students belonging to urban area and rural area are found equal on the scores of social maturity and chand (2007) who found no significant difference between rural and urban students on the personal adequacy and inter-personal adequacy but not in agreement with the findings of Rao (1978) and Sarojama (1990) who reported children of private schools scored more on social maturity than children from government/corporate schools.

**Academic Achievement**

The results of difference between the mean academic achievement scores of boys (M=48.865) and girls (M=51.135) are found to be significant (t=2.282,
Table 4.5). High academic achievement of girls in their matriculation examination may be due to their high level of general mental ability, emotional maturity, social maturity and rich interest in studies. This may be due to their calm nature and emotional involvement in curricular activities. Above findings of the present study, are in agreement with the findings of Keshner and Ledger (1985), Patel, Dharmanidhar (1987), Kashyap (1989), Kumari (1994), Ellakha et.al. (2000), Kaur (2002), Devi, Sarita et.al.(2003), Bidlan (2004), Barnes (2005) and Singh (2006) who concluded that girls differ significantly from boys in respect of academic achievement. The above results did not substantiate the findings of Shan (1990), Sood (1999), Prakash (2000), Murthy (2000), Behra (2002), Mrignainy (2003), Rani Mohanraj & Latha (2005), Swarna Latha (2008), Pantel (2008) and Larmore (2010) who found no significant difference in the achievement of boys and girls.

The results of difference between the mean academic achievement scores of rural (M=49.790) and urban (M=50.210) are found to be non-significant (t=.419, Table 4.6). High academic achievement of urban students in their matriculation examination may be due to their high level of general mental ability and social maturity and due the availability of more means, facilities, guidance and better institutions for getting education.


On the basis of the results interpreted and discussed, it can be concluded that boys and girls do not differ significantly on the basis of their mean scores of general mental ability, emotional maturity and social maturity but differ
significantly in their anxiety and academic achievement whereas there is a significant difference between rural and urban high school students on the variables of general mental ability and anxiety but no significant difference is observed between them on the basis of their emotional maturity, social maturity and academic achievement. Thus the sixth hypothesis stating that there is no difference between boys and girls, rural and urban high school students in relation to the variables of general mental ability, anxiety, emotional maturity, social maturity, and academic achievement stands verified and hence, it is partially rejected.

7. No significant differences exist among actualizers, par-actualizers and non-actualizers on basis of their mean anxiety, emotional maturity and social maturity scores- for testing the VIIth hypothesis the students were divided into three categories namely actualizers, par-actualizers and non-actualizers by applying 'Regression equation' as discussed in chapter IV page 66. The results of t-test of significance of means applied to each group on the basis of anxiety, emotional maturity and social maturity are shown in tables 4.37-4.41.

Anxiety

The results of table 4.37 depict that actualizers and par-actualizers, actualizers and non-actualizers, par-actualizers and non-actualizers do not differ significantly on the variable of anxiety as all the obtained t-values are less than 1.96 to be significant value at .05 level of confidence. Although after comparing their mean it was found that mean anxiety score of actualizers (M=49.597) was lower than those of non-actualizers (M=49.697) and par-actualizers (M=50.587).

The results of table 4.38 show that actualizer and par-actualizer, actualizer and non-actualizer, par-actualizer and non-actualizer boys do not differ significantly on the variable of anxiety as all the obtained t-values are not significant. Although after comparing their mean it was found that mean anxiety
score of par-actualizer boys (M=49.200) was higher than those of actualizer (M=47.350) and non-actualizer boys (M=46.912).

The results of table 4.39 reveal that actualizer and par-actualizer, actualizer and non-actualizer, par-actualizer and non-actualizer girls do not differ significantly on the variable of anxiety as all the obtained t-values are found to be non-significant. However it was found that mean anxiety score of non-actualizer girls (M=53.128) was higher than those of actualizer (M=51.542) and par-actualizer girls (M=51.900).

The results of Table 4.40 point out that urban actualizers and par-actualizers, actualizers and non-actualizers, par-actualizers and non-actualizers do not differ significantly on the variable of anxiety as all the obtained t-values are not significant. Although after comparing their mean it was found that mean anxiety score of urban non-actualizers (M=48.660) was higher than those of actualizers (M=47.450) and par-actualizers (M=47.210).

The results of Table 4.41 reveal that rural actualizers and par-actualizers, actualizers and non-actualizers, par-actualizers and non-actualizers do not differ significantly on the variable of anxiety as all the obtained t-values are not significant. But after comparing their mean it was found that mean anxiety score of rural par-actualizers (M=53.380) was higher than those of actualizers (M=50.570) and non-actualizers (M=52.720).

**Emotional Maturity**

The results of table 4.37 depict that actualizers and par-actualizers, actualizers and non-actualizers, par-actualizers and non-actualizers do not differ significantly on the variable of emotional maturity as all the obtained t-values are less than 1.96 to be significant value at .05 level of confidence. However, the mean emotional maturity score of non-actualizers (M=50.283) was higher than those of actualizers (M=49.656) and par-actualizers (M=50.051).
The results of table 4.38 clearly show that actualizer and par-actualizer, actualizer and non-actualizer, par-actualizer and non-actualizer boys do not differ significantly on the variable of emotional maturity as all the obtained t-values are found to be non-significant. But after comparing their mean it was found that mean emotional maturity score of non-actualizer boys (M=52.684) was higher than those of actualizer (M=49.584) and par-actualizer boys (M=50.246).

The results of table 4.39 show that actualizer and par-actualizer, actualizer and non-actualizer, par-actualizer and non-actualizer girls do not differ significantly on the variable of emotional maturity as all the obtained t-values are non-significant.

Although the mean emotional maturity score of par-actualizer girls (M=49.865) was higher than those of actualizer (M=49.718) and non-actualizer girls (M=47.325).

The results of table 4.40 indicate that urban actualizers and par-actualizers, actualizers and non-actualizers, par-actualizers and non-actualizers do not differ significantly on the variable of emotional maturity as all the obtained t-values are not significant.

Although after comparing their mean it was found that mean emotional maturity score of urban non-actualizers (M=51.310) was higher than those of par-actualizers (M=49.210) and actualizers (M=50.650).

The results of table 4.41 reveal that rural actualizers and par-actualizers, actualizers and non-actualizers, non-actualizers and par-actualizers do not differ significantly on the variable of emotional maturity as all the obtained t-values are not significant. Although after comparing their mean it was found that mean emotional maturity score of rural par-actualizers (M=50.750) was higher than those of actualizers (M=49.200) and non-actualizers (M=47.296).

Social Maturity

The results of table 4.37 also reveal that actualizers and par-actualizers, actualizers and non-actualizers, non-actualizers and par-actualizers differ
significantly on the variable of social maturity as the calculated t-values are higher than 2.58 the significant value at .01 level of confidence. After comparing their means it was found mean social maturity score of actualizers (M=58.478) was higher than those of par-actualizers (M=50.009) and non-actualizers (M=41.510).

The results of table 4.38 clearly reveal that actualizer and par-actualizer, actualiser and non-actualiser and non-actualizer and par-actualizer boys differ significantly on the variable of social maturity as the calculated t-values are found to be significant at .01 level of confidence. After comparing their means it was found mean social maturity score of actualizer boys (M=58.945) was higher than those of par-actualizer (M=50.359) and non-actualizer boys (M=41.007).

The results of table 4.39 indicate that actualizer and non-actualizer, actualiser and par-actualiser and non-actualizer and par-actualizer girls differ significantly on the variable of social maturity as the calculated t-values are significant at .01 level of confidence. After comparing their means it was found that mean social maturity of actualizer girls (M=58.073) was higher than those of par-actualizer (M=49.678) and non-actualizer girls (M=42.130).

The results of table 4.40 reveal that urban actualizers and non-actualizers, actualisers and par-actualisers and non-actualizers and par-actualizers differ significantly on the variable of social maturity as the obtained t-values are significant at .01 level of confidence. After comparing their means it was found that mean social maturity of urban actualizers (M=64.062) was higher than those of urban par-actualizers (M=54.128) and urban non-actualizers (M=42.340).

The results of table 4.41 clearly show that rural actualizers and par-actualizers, actualisers and non-actualisers and par-actualizers and non-actualizers differ significantly on the variable of social maturity as the calculated t-values are significant at .01 level of confidence. After comparing their means it was found mean social maturity of rural actualizers (M=55.950) was higher than those of rural par-actualizers (M=46.590) and rural non-actualizers (M=39.100).
The results of tables 4.37-4.41 clearly show that par-actualizers, actualizers and non-actualizers boys and girls and rural and urban ones differ significantly in their social maturity scores as the values of t-test applied are all highly significant at .01 level. But do not differ significantly on the basis of their neither mean anxiety and nor mean emotional maturity scores. This may be due to the fact that actualizers have high level of social maturity than par-actualizers and non-actualizers and social maturity has contributed a major role in the actualization of high school students whereas anxiety and emotional maturity has not contributed much in their actualization.

On the basis of the results interpreted and discussed, it can be concluded that there exists no significant difference between actualizers and par-actualizers, actualizers and non-actualizers. Par-actualizers and non-actualizers on the basis of their mean scores of anxiety and emotional maturity but differ significantly in their social maturity. No significant difference among actualizers, par-actualizers and non-actualizers boys and girls as well as rural and urban students on the variables of anxiety and emotional maturity is found but significant difference is observed between them on the basis of their social maturity. Thus the seventh hypotheses stating that no significant differences exist among actualizers, par-actualizers and non-actualizers on the basis of their anxiety, emotional maturity and social maturity scores stands verified and hence, it is partially rejected.

5.2 MAIN FINDINGS

The major findings of the study are summed up as under:

1. There exists significant positive correlation between general mental ability and academic achievement for boys, girls and the total sample.

2. The values of coefficients of correlation between general mental ability and academic achievement for boys and girls and the total sample are reduced when the effect of anxiety, emotional maturity and social maturity variables is partialled out.

3. Girls (M = 50.331) are found to be slightly more intelligent than boys (M= 49.669).
4. Urban high school students are found to be more intelligent (M= 55.971) than rural high school students (M= 44.028).

5. There exists a significant and negative correlation between anxiety and academic achievement of girls and the total sample.

6. The coefficients of correlation between anxiety and general mental ability scores for boys and girls and the total sample are found to be negative and significant.

7. The values of coefficients of correlation between anxiety and academic achievement for girls and the total sample are much reduced and negligibly reduced in case of boys when the effect of general mental ability, emotional maturity and social maturity is nullified.

8. The correlation between anxiety and emotional maturity is found to be significant for boys and the total sample and non-significant for girls.

9. The coefficients of correlation between Anxiety and Social maturity for girls and the total sample are found to be negative and significant.

10. Girls are found to be more anxious (M= 52.124) than boys (M= 47.875).

11. Rural high school students are more anxious (M= 52.068) than urban high school students (M= 47.931).

12. Actualizers are less anxious (M= 49.597) than non-actualizers (M= 49.697) and par-actualizers (M= 50.587). Between boys and girls, non-actualizer boys are less anxious (M= 46.912) than actualizers (M= 47.350) and par-actualizers (M= 49.200) whereas actualizer girls are less anxious (M= 51.542) than par-actualizer (M= 51.900) and non-actualizer (M= 53.128) girls.

13. Urban par-artualizers are less anxious (M= 47.210) than urban actualizers (M= 47.450) and urban non-actualizers (M= 48.660) whereas rural actualizers are less anxious (M= 50.570) than rural non-actualizers (M= 52.720) and rural par-actualizers (M= 53.380).

14. There exists a significant correlation between emotional maturity and academic achievement of boys.
15. The values of coefficients of correlation between emotional maturity and academic achievement for boys and the total sample are increased when the effect of general mental ability, anxiety and social maturity variables is partialled out.

16. Girls are found to be slightly more emotionally mature (M= 49.105) than boys (M= 50.895).

17. Rural high school students are found to be more emotionally mature (M= 49.533) than urban high school students (M= 50.466).

18. Actualizers are more emotionally mature (M= 49.656) than par-actualizers (M= 50.051) and non-actualizers (M= 50.283). Between boys and girls, actualizer boys are more emotionally mature (M= 49.584) than par-actualizer (M= 50.246) and non-actualizer boys (M= 52.684) whereas non-actualizer girls are more emotionally mature (M= 47.325) than actualizer (M= 49.718) and par-actualizer (M = 49.865) girls.

19. Urban par-actualizers are more emotionally mature (M= 49.210) than urban actualizers (M= 50.650) and urban non-actualizer (M= 51.310) whereas rural non-actualizers (M=47.296) are found to be more emotionally mature than rural actualizers (M= 49.200) and rural par-actualizers (M= 50.750).

20. The values of coefficients of correlation between emotional maturity and social maturity scores for boys and girls and for the total sample are found to be non-significant.

21. Girls are found to be a little more socially mature (M= 50.377) than boys (M=49.623).

22. Urban high school students are more socially mature (M= 50.584) than rural ones (M= 49.416).

23. Actualizers are more socially mature (M= 58.478) than par-actualizers (M= 50.009) and non-actualizers (M= 41.51). Between boys and girls, actualizer boys are more socially mature (M= 58.945) than par-actualizer (M= 50.359) and non-actualizer boys (M= 41.007) and also, actualizer
girls are more socially mature (M= 58.073) than par-actualizer (M = 49.678) and non-actualizer (M= 42.13) girls.

24. Urban actualizers (M= 64.062) are more socially mature than urban par-actualizers (M= 54.128) and urban non-actualizers (M= 42.340) and also, rural actualizers are more socially mature (M= 55.950) than rural par-actualizers (M= 46.590) and non-actualizers (M= 39.100).

25. Significant and positive correlation exists between social maturity and academic achievement scores for boys and girls and the total sample.

26. The partial coefficients of correlation between social maturity and academic achievement for boys and the total sample are reduced and much reduced in case of girls when the effect of general mental ability, anxiety and emotional maturity is nullified.

27. Girls (M= 51.135) are found to be academically superior to boys (M= 48.865).

28. Urban high school students (M=50.210) are academically more sound as compared to rural ones (M= 49.790).

**5.3 CONCLUSIONS**

The following conclusions were drawn from the findings of the present study:

1. General mental ability showed a significant positive relationship with academic achievement.

2. Academic achievement could be enhanced by manipulating the levels of anxiety, emotional maturity and social maturity.

3. Social maturity contributed the highest in the academic achievement of high school students in a given set of variables.

4. Anxiety showed negative relationship with the academic achievement.

5. Emotional maturity showed no significant relationship with academic achievement of girls and the total sample. It showed significant negative relationship with the academic achievement of boys indicating that greater level of emotional immaturity leads to high academic achievement.
6. Both anxiety and emotional maturity played no significant role in the academic achievement of girls whereas emotional maturity played its role in the academic achievement of boys.

7. The values of partial coefficients of correlation between academic achievement and general mental ability for boys and girls and the total sample got reduced indicating that anxiety, emotional maturity and social maturity play more significant role in explaining the relationship between academic achievement and general mental ability.

8. No significant differences between actualizers and par-actualizers, actualizers and non-actualizers, non-actualizers and par-actualizers were found on the basis of their mean anxiety and emotional maturity scores whereas the differences were significant among these groups on the basis of their social maturity.

9. Actualizers, par-actualizers and non-actualizers, both neither in case of girls nor in case of boys showed any significant difference in the mean scores anxiety and emotional maturity but significant differences were observed among them on the basis of their social maturity.

10. Actualizers, par-actualizers and non-actualizers, both neither in case of rural nor in case of urban showed any significant difference in the mean scores of anxiety and emotional maturity but significant differences were observed among these groups on the basis of their social maturity.

11. The positivity in the values of partial coefficients of correlation between academic achievement and anxiety clearly indicates that after partialling out the effect of general mental ability, emotional maturity and social maturity, the negative effect of anxiety is reduced which is more marked in case of boys than the girls and the total sample.

12. The partial coefficients of correlation between academic achievement and emotional maturity for boys and the total sample were increased indicating that there was positivity of relationship between academic achievement and emotional maturity and it was more prominent in case of boys than girls.
13. The partial coefficients of correlation between academic achievement and social maturity for boys and the total sample were reduced and much reduced in case of girls when the effect of general mental ability, anxiety and emotional maturity was ruled out, depicting that general mental ability, anxiety and emotional maturity played more significant role in explaining the relationship between academic achievement and social maturity.

14. Anxiety showed significant relationship with emotional and social maturity whereas general mental ability showed significant relationship only with social maturity but not with emotional maturity.

15. Boys and girls differed significantly on the basis of their anxiety and academic achievement whereas no significant difference was observed between boys and girls on the variables of emotional maturity, social maturity and general mental ability.

16. Rural and urban students differed significantly on the basis of their anxiety and general mental ability. No significant difference between rural and urban students was observed on emotional maturity, social maturity and academic achievement variables.

It may be stated briefly that in the given set of variables emotional maturity showed no significant relationship with academic achievement of high school girls and the total sample. Neither among actualizers, par-actualizers and non-actualizers in total nor in different categories of the actualizers, par-actualizers and non-actualizers boys, girls, rural, urban etc. showed any significant difference on the basis of their emotional maturity.

Although anxiety showed negative relationship with the academic achievement of high school boys and girls and the total sample, even then it did not play any role in the actualization of high school students. As actualizers, par-actualizers and non-actualizers showed no significant difference as a whole and in different categories of the sample of boys, girls, rural, urban etc.

It is only the social maturity on the basis of which actualizers, par-actualizers and non-actualizers as a whole and in different categories of the
sample showed a significant difference and played a major role in the actualization of high school students.

5.4 EDUCATIONAL IMPLICATIONS OF THE STUDY

The major educational implications of the study are:

1. One thing that emerges from this study is that the social maturity factor of the learner needs special attention in our institutions. The curriculum contents be enriched or adjusted in such a way as to provide maximum training for the social maturity of the learners so that improvement can be brought out in the sphere of academic achievement and Education.

2. Findings of the present study are applicable to the classroom practices, organizational management in schools and personality development. It may also help the parents, teachers, guidance workers and administrators to identify the non-actualizers, diagnose their problems and in providing assistance to improve their performance.

3. Anxiety is one psychological factor which plays crucial role in the final outcome of all the students. It is being explored incessantly. Immediate remedial measures are needed to be taken to control, manage and regulate their anxiety level and bring down the same to desirable level by adopting suitable psycho-regulatory techniques. Teachers at the time of examination need to monitor and adopt serious measures of anxiety regulation of their students. Among gender groups girls have significantly higher level of anxiety and this deserves immediate attention of teachers and counselors who constantly interact with them.

4. To enable the students to achieve more, the study of such factors like general mental ability, anxiety, emotional maturity and social maturity is important to see whether they play any role in the academic achievement or not.

5. This study reveals that among other factors, at least general mental ability, anxiety and social maturity are the factors which are playing their role in the academic achievement. The teachers, counselors, administrators and guidance workers therefore get a clue from this pivotal finding.

6. The study has implication for teachers, principals and administrators as well.
General mental ability and social maturity should be given adequate weightage for the admission in different professional courses.

7. There is need for parents and teachers to promote social interaction especially in less intelligent students in a permissive, healthy climate, with acceptance as well as authority which will offset cultural disadvantage to a large extent. This is more essential for students belonging to rural and urban areas.

8. Parents, teachers and principals must be very particular in maintaining interpersonal relationship with the adolescents in order to challenge their energy in right direction. They should help the students in making them more socially mature by way of giving affection, security, counselling and freedom of decision making in order to enhance the academic achievement, and social and emotional adjustment in the society.

9. The results may form a subject matter of the refresher course, seminar and workshops organized for teachers, parents, principals, counselors and social workers.

5.5 LIMITATIONS OF THE STUDY

This study has the following limitations:

1. The study is confined to four districts of Punjab state.

2. The results of the study are restricted to 400 high school students of Punjab session 2005-06.

3. The present study is limited to 8 different schools situated in rural and urban areas of Punjab.

4. Increase or decrease in the values of coefficients of partial correlation is discussed keeping in view the totality of all the variables.

5.6 SUGGESTIONS FOR FURTHER RESEARCH

After completion of the study, the investigator thought of many other related problems of investigation broadly falling in the field from which he himself picked up and chiseled out his own problem of study. Based on the findings and limitations of the present study, the following suggestions are given for undertaking further research:
1. It is necessary to conduct study on some psycho-social variables which are directly linked with academic achievement i.e. Relationship of self-confidence, fear, study hours, tuition, education of the parents, self-efficacy, neuroticism, extroversion, motivation and level of aspiration with the achievement of students etc.

2. An attempt may be made for the comparison of high school students studying in Punjab with those studying in other states on psycho-social variables taken in this study i.e. Relationship of anxiety and emotional and social maturity with the actualization of high school students of Punjab and Haryana. (A comparative study)

3. In the present investigation, variables like age, social background, qualification of parents, tuition etc. has not been controlled. There is a need to plan the study after controlling the influence of all such variables.

4. To measure general mental ability, only verbal test of general mental ability was employed. Relationship of general mental ability (assessed through non-verbal test) with achievement may be compared with the results yielded by the present investigation.

5. Actualization in different areas of life and at different levels of education i.e. primary, higher secondary, college and university etc. awaits scientific exploration.

6. Similar study may be conducted on the students studying in high schools affiliated to P.S.E.B., Mohali.

7. For wider generalization of results, the study needs to be replicated on a wider sample by giving due representation to the students of uncovered categories i.e. Government school and private school, central and army school etc.