CHAPTER VI

INFERENCES AND CONCLUSIONS
6.1 The present chapter highlights the inferences and conclusions which are derived from the interpretation and discussion of the data in the last two chapters.

6.2 The mean of the classified data of All Teachers is 1602.220 (Table No.4) i.e. 1602. The correlates which have either 1602 or more values (mean or above the mean) are as under:

1. Ambitious 15. Practical
2. Active 16. Punctual
3. Alert 17. Quick
4. Cooperative 18. Resourceful
5. Creative 19. Responsible
8. Industrious 22. Self Controlled
10. Insightful 24. Sincere
11. Obedient 25. Thoughtful
12. Original 26. Truthful
13. Persevering 27. Wise
These are the correlates having mean of more than mean values. Their number is more than the half. These are the correlates of Academic Achievement as perceived by 'All Teachers'.

6.3 INFERENCES AND CONCLUSIONS ON THE BASIS OF MEANS OF RAW SCORES AS PERCEIVED BY THE ALL TEACHERS

Table No.2: The mean values on the basis of raw scores run from 3.147 - 4.585 giving a range of 1.438 which is very small. Mean averages cannot go lower than 1.000 and more than 5.000 as the values on the five point rating scale run from 1-5. SD runs from .576 to 1.072 giving a range of .496, it is also very small. Both mean values and SD show that the group is homogeneous one.

The correlates which got the Mean value as more than 4.000 are as follows:

1. Ambitious
2. Active
3. Alert
4. Cooperative
5. Creative
6. Efficient
7. Good Handwriting
8. Healthy
9. Industrious
10. Intelligent
11. Insightful
12. Obedient
13. Progressive
14. Practical
15. Punctual
16. Resourceful
17. Responsible
18. Retentive
19. Systematic
20. Sincere
21. Thoughtful
22. Wise
23. Well Adjusted
Correlates which got more than 3,000 Mean value are as follows (important ones):

1. Acceptable
2. Affectionate
3. Friendly
4. Honest
5. Helpful
6. Imaginative
7. Kind
8. Purposeful
9. Popular
10. Original
11. Persevering
12. Patient
13. Precise
14. Prompt
15. Quick
16. Realistic
17. Receptive
18. Serious
19. Self Controlled
20. Steady
21. Smart
22. Social
23. Truthful

As no adjective is with 3,000 or less than that value so no correlate is either neutral or unimportant or extremely unimportant. It is very interesting to note that the whole list is a valid one and has half number of correlates as extremely important and the other half as important ones.

Table No. 30: All the Teachers gave 13 factors in all. They perceived the following seven dimensions in order of their preferences:

1. Social Adjustment²
2. Intelligence³
3. School Adjustment
4. Character⁴
5. Emotional Adjustment
6. Creativity
7. Punctuality
They laid much more stress on character, less than that on Intelligence and further even more less on Social Adjustment. On rest of the dimensions the stress is normal one. Perception is clear and multidimensional in nature.

6.4 AAI-WA TEACHERS (Table No.2)

The mean value runs from 3.147 to 4.585 (more than 3.000) which shows that the whole list is the list of valid correlates of Academic Achievement.

Table No.30: They perceived 14 factors and following are the five dimensions in order of their preference:

1. Emotional Adjustment
2. School Adjustment
3. Social Adjustment
4. Character
5. Intelligence

They lay much more stress but equal on Social Adjustment and Character, less than this on Intelligence and even more less on Emotional Adjustment. On School Adjustment the stress is the least one.

6.5 AAI-MA TEACHERS (Table No.2)

Mean value runs from 3.051 to 4.667. It is quite clear that the whole list is those of correlates of Academic Achievement.
They perceived 15 factors and gave five dimensions in all.

1. Character
2. Social Adjustment
3. Intelligence
4. Emotional Adjustment
5. Social/Emotional Adjustment

They stress too much upon Intelligence. And then half the stress is on Character, and Social/Emotional Adjustment. Less than these it comes upon Emotional Adjustment and least upon Social Adjustment.

Their perception about Social/Emotional Adjustment could not be very much clear. They did not at all perceived the factor of School Adjustment.

6.6 BAI-WA TEACHERS (Table No. 2)

The mean value runs from 3.357 - 4.357 which shows that all the adjectives of the list of correlates fall in the category of Important and Extremely Important.

Table No. 30: They perceived 11 factors in all and gave four clear cut dimensions:

1. School Adjustment
2. Social/Intelligence
3. Character
4. Intelligence.
They laid much more stress on Social/Intelligence and then it goes on shifting on School Adjustment and Character respectively towards the down.

Their perception in respect of Social/Intelligence dimension is not very much clear like their counterpart AAI-MIA Teachers who perceived a dimension of Social/Emotional Adjustment.

6.7 URBAN TEACHERS (Table No. 2)

The mean value runs from 3.118 - 4.614 which shows that the whole list of Correlates is a valid one.

Table No. 30: They gave 14 factors and five dimensions in all.

1. School Adjustment
2. Social Adjustment
3. Intelligence
4. Character
5. Emotional Adjustment

Greatest stress they lay upon Character little less on School Adjustment, Social Adjustment, and Intelligence and the least upon Emotional Adjustment.

6.8 RURAL TEACHERS (Table No. 2)

The mean value runs from 3.165 - 4.571 which validates the whole list.
Table No. 30: They perceived 15 factors and six dimensions:

1. School Adjustment
2. Social Adjustment
3. Emotional Adjustment
4. Intelligence
5. Character
6. Creativity.

They laid maximum stress on School Adjustment and little less on Social Adjustment and Character. Least stress is laid upon Creativity.

The perception is quite clear and they could perceive a new and novel dimension of Creativity.

6.9 MALE TEACHERS

The mean value goes from 3.169 - 4.527 which shows the validity of the list of correlates.

Table No. 30: They perceived 15 factors and five dimensions of correlates of Academic Achievement.

1. School Adjustment
2. Social Adjustment
3. Intelligence
4. Character
5. Activeness.

Male Teachers gave much stress to School Adjustment which is a factor directly related to Academic Achievement and plays a most vital part in it.
Secondly, they stressed Character. Then come Social Adjustment and Intelligence.

Activeness is novel and new factor of academic achievement was mentioned by this category. The perception is quite clear.

6.10 FEMALE TEACHERS (Table No. 2)

The mean value is 3.118 - 4.688 which shows that the list is valid list of correlates.

Table No.30: They perceived 16 factors and five dimensions.

1. School Adjustment
2. Social Adjustment
3. Character
4. Intelligence
5. Emotional Adjustment.

They lay much more stress upon School Adjustment.

Stress shifts then to Intelligence and after that to Character.

Stress is quite normal in respect of Social Adjustment and Emotional Adjustment.
CORRELATES OF ACADEMIC ACHIEVEMENT AS PERCEIVED BY STUDENTS OF HIGH SCHOOLS

6.11 ALL STUDENTS (Appendix No.8)

The mean average runs from 2.933 - 4.684 which shows similarly that this list is also a valid and solid list of correlates of Academic Achievement. In Table No.71: They perceived eleven factors and five main dimensions.

1. Emotional Adjustment
2. Character
3. Intelligence
4. Social Adjustment
5. School Adjustment

They lay equal stress upon two dimensions i.e. School Adjustment and Intelligence and less than those on Emotional Adjustment and Character. Perception is quite normal as far as Social Adjustment is concerned.

6.12 Table No.34: IX Class Students: The mean of the total weighted score is equal to 1250 and the traits with 1250 or more values are as under:

1. Ambitious
2. Active
3. Alert
4. Cooperative
5. Good Handwriting
6. Healthy
7. Industrious
8. Intelligent
9. Insightful
10. Obedient
11. Persevering
12. Progressive
13. Precise
14. Punctual
15. Prompt
16. Retentive
17. Receptive
18. Steady
19. Truthful
20. Wise
21. Well Adjusted
They are more than half of the total number of 40 qualities.

Table No. 71: They perceived 13 factors and six dimensions.

1. Social Adjustment
2. Intelligence
3. School Adjustment
4. Emotional Adjustment
5. Character
6. Activeness.

Perception is keenest and equal in respect of Intelligence and School Adjustment and then the stress shifts and becomes less with Social Adjustment, Emotional Adjustment and Character. It is quite normal with Activeness.

6.13 Table No. 36: X CLASS STUDENTS

The mean of the total weighted score is equal to 2327.500. The following traits have more value than the mean value i.e. 2327.500:

1. Ambitious
2. Active
3. Alert
4. Cooperative
5. Efficient
6. Good Handwriting
7. Honest
8. Industrious
9. Intelligent
10. Insightful
11. Obedient
12. Persevering
13. Progressive
14. Precise
15. Punctual
16. Retentive
17. Receptive
18. Self Controlled
19. Steady
20. Thoughtful
21. Truthful
22. Well Adjusted
Table No. 71: They perceived thirteen factors and seven dimensions:

1. Emotional Adjustment
2. Character
3. School Adjustment
4. Intelligence
5. Social Adjustment
6. Activeness
7. Creativity

Stress is mainly on Emotional Adjustment, Character and School Adjustment. It is of much intensity and on rest of the dimensions it is quite normal one.

X Class students perceived a new and novel dimension of Creativity.

6.14 AAI-WA STUDENTS (Table No. 71)

They perceived 13 factors which have five main dimensions:

1. Character
2. School Adjustment
3. Intelligence
4. Emotional Adjustment
5. Activeness.

Main stress is upon Character and School Adjustment and then the stress is upon Intelligence and Emotional Adjustment. Activeness is with a normal stress.

The perception is quite clear.
6.15 **AAI-MA STUDENTS** (Table No. 71)

They perceived fifteen factors and six major dimensions.

1. Social Adjustment $^2$
2. Character $^3$
3. Intelligence $^4$
4. School Adjustment $^4$
5. Activeness

The perception is the most keen and equal on Intelligence and School Adjustment and is less sharp on Character and still less then on Social Adjustment. Perception is normal in respect of Activeness and Emotional Adjustment.

These are the Correlates of Academic Achievement as perceived by AAI-MA Students.

6.16 **BAI-WA STUDENTS** (Table No. 71)

They perceived 14 factors and six main dimensions:

1. School Adjustment $^4$
2. Emotional Adjustment $^3$
3. Social Adjustment $^2$
4. Activeness
5. Character $^3$
6. Intelligence.
Perception is most sharp for School Adjustment. It is less sharp and keen for Emotional Adjustment and Character. Then come Social Adjustment, Activeness and Intelligence respectively.

Their perception is quite clear.

6.17 BAI-MA STUDENTS (Table No. 71)

They perceived thirteen factors and five major dimensions:

1. Emotional Adjustment
2. Character
3. Intelligence
4. School Adjustment
5. Social Adjustment.

Perception is most keen and sharp for Emotional Adjustment and Intelligence. The stress on Character and School Adjustment is half of that on the two factors given above. On Social Adjustment, there is a normal stress.

These are the perceptions of BAI-MA students.

6.18 URBAN STUDENTS (Table No. 71)

They perceived fourteen factors and six major dimensions:
1. School Adjustment
2. Intelligence
3. Emotional Adjustment
4. Character
5. Social Adjustment
6. Alertness.

The main stress is upon Intelligence and it then shifts to School Adjustment. Even less than this is on Emotional Adjustment, Character and Social Adjustment. Normal stress is on Alertness.

The perception is quite clear.

6.19 RURAL STUDENTS (Table No. 71)

They perceive twelve factors which have seven main dimensions:

1. Emotional Adjustment
2. Character
3. Intelligence
4. Social Adjustment
5. Efficiency
6. School Adjustment
7. Activeness.

Perception is the most keen in respect of Intelligence. It is half of it upon Emotional Adjustment and Character. On rest of the dimensions it is quite normal one.

The perception is quite clear.
6.20 **MALE STUDENTS** (Table No.71)

They perceived 12 factors and have five major dimensions:

1. Emotional Adjustment.
2. Character
3. Intelligence
4. School Adjustment
5. Social Adjustment.

The main and major stress is upon Character and then comes Intelligence and then School Adjustment. On rest of the dimensions the keenness is normal.

6.21 **FEMALE STUDENTS** (Table No.71)

They perceived 13 factors and six major dimensions:

1. Social Adjustment
2. Emotional Adjustment
3. Intelligence
4. Character
5. Activeness
6. School Adjustment.

Major and main stress is upon Intelligence and then it shifts upon Character with a less intensity. Then comes Social Adjustment and Emotional Adjustment having equal keenness and sharpness in perception. Perception is normal in respect of Activeness and School Adjustment.

The perception is quite clear.
A COMPARATIVE STUDY BETWEEN THE PERCEPTIONS OF CORRELATES OF ACADEMIC ACHIEVEMENT BY THE FOLLOWING CATEGORIES WILL BE MADE

TEACHERS & STUDENTS

1. Between All Teachers and All Students

TEACHERS:

2. Among AAI-WA, AAI-MA and BAI-WA Teachers specially AAI-WA and BAI-WA. As BAI-MA category of Teachers is not in existence in the sample, so the category of BAI-MA Teachers cannot be compared with others.

3. Between Urban and Rural Teachers.

4. Between Male and Female Teachers.

STUDENTS:

5. Between IX and X Class Students.


8. Between Urban and Rural Students.

9. Between Male and Female Students.

6.22 A COMPARATIVE STUDY OF CORRELATES OF ACADEMIC ACHIEVEMENT AS PERCEIVED BY ALL TEACHERS AND ALL STUDENTS

The table (given on the next page) gives the element-wise summary of factors perceived by "All Teachers" and "All Students".
Element-Wise Summary of Factors obtained for All Teachers and All Students.

<table>
<thead>
<tr>
<th>FACTORS</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
<th>V</th>
<th>VI</th>
<th>VII</th>
<th>VIII</th>
<th>IX</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Teachers N = 407</td>
<td>3 Intelligence</td>
<td>Character</td>
<td>4 Emotional</td>
<td>2 Social</td>
<td>School</td>
<td>Creativity</td>
<td>Punctuality</td>
<td>-</td>
<td>Total No. of factors = 13</td>
</tr>
<tr>
<td>All Students N = 901</td>
<td>3 Intelligence</td>
<td>Character</td>
<td>2 Emotional</td>
<td>2 Social</td>
<td>School</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>Total No. of factors = 11</td>
</tr>
</tbody>
</table>
The teachers perceived thirteen factors whereas the students perceived eleven factors. It is clear from the summary given above that both the categories agree on the following five dimensions:

1. Intelligence
2. Character
3. Emotional Adjustment
4. Social Adjustment
5. School Adjustment.

In these dimensions, the difference lies only in stress and keenness of the perception.

In the three dimensions i.e., Intelligence, Emotional Adjustment and Social Adjustment there is complete and full agreement.

On two dimensions i.e. Character and School Adjustment there is a difference in stress only. Teachers lay double the stress on Character whereas the students lay much more stress on School Adjustment. Being fully mature, grown up and experienced teachers prefer Character whereas students have only limited experience that in the school situation and neighbourhood only, therefore, they could perceive School Adjustment factor more intensely and more ardently.

Teachers have wide and varied experience, for that reason they could provide us with more and extra dimensions i.e.
Creativity and Punctuality. Their perception is quite in line with the modern thought that Education should be creative one and punctuality is an essence of all good qualities.

6.23 COMPARISON AMONG THE PERCEPTIONS OF AAI-WA, AAI-MA AND BAI-WA TEACHERS (Table No. 72)

They only agree on two elements (AAI-WA) i.e. 1. Intelligence, and 2. Character. At the same time they differ too much in respect of the stress laid on the factors. AAI-MA Teachers lay much more stress on Intelligence, it becomes half with AAI-WA Teachers and is quite normal for BAI-WA Teachers. BAI-WA Teachers have quite intense and sharp perception for Character, it become more in case of AAI-MA Teachers and much more than this in case of AAI-WA Teachers.

On the element of Emotional Adjustment, there is full agreement between AAI-WA and AAI-MA Teachers and BAI-WA Teachers have no such factor to compare with.

In the dimension of Social Adjustment AAI-WA Teachers have much more intense and sharp perception than those of the AAI-MA Teachers.

The perception of BAI-WA Teachers is three times sharper than those of the AAI-WA Teachers and AAI-MA Teachers did not perceive this dimension at all.
AAI-MA Teachers perceived combined dimension of Social/Emotional Adjustment and that too with a much stress upon it. It is a peculiarity with this category. The reasons may be either there being small number of cases i.e. 39 only and their being Mal-Adjustment so that their perception was not very sharp.

BAI-WA Teachers perceived a dimension of Social/Intelligence with a much stress and sharpness as this factor occurred five times. The reasons for this may be in the small number of cases i.e. only 14 and in their being below average in intelligence.

6.24 COMPARISON BETWEEN AAI-WA AND BAI-WA TEACHERS (Table No.72)

Both perceived the following dimensions:

1. Intelligence
2. Character, and
3. School Adjustment

In the former two AAI-WA Teachers' perception is more intense and sharp whereas in the case of school adjustment, the perception is more sharp of BAI-WA Teachers.

AAI-WA Teachers perceived two dimensions i.e. Emotional Adjustment and Social Adjustment whereas BAI-WA Teachers one dimension i.e. Social/Intelligence, which are not common with each other.

Perception of AAI-WA Teachers is subtle clear and those of the BAI-WA is a blurred one.
6.25 COMPARISON OF CORRELATES OF ACADEMIC ACHIEVEMENT AS PERCEIVED BY URBAN AND RURAL TEACHERS (Table No. 72)

Both the categories agree on the following dimensions:

1. Intelligence
2. Character
3. Emotional Adjustment
4. Social Adjustment
5. School Adjustment.

Only they differ in respect of stress and intensity.

On Social Adjustment there is full agreement. Urban Teachers have more stress in respect of Intelligence and Character element than their counterparts whereas the Rural Teachers lay much more stress upon School Adjustment dimension than their counterparts.

Rural Teachers could perceive an extra and useful dimension of Creativity.

6.26 COMPARISON BETWEEN THE PERCEPTION OF CORRELATES OF ACADEMIC ACHIEVEMENT AS PERCEIVED BY MALE AND FEMALE TEACHERS (Table No. 72)

On the following four dimensions there is agreement with minor difference in respect of stress and sharpness.

1. Intelligence
2. Character
3. Social Adjustment, and
4. School Adjustment.

On the element of School Adjustment there is complete and full agreement.
Male Teachers have a sharper and more intense perception for Character and Social Adjustment than their counterparts, whereas the perception of the Female Teachers in respect of Intelligence is far more intense than those of the Male Teachers.

Female Teachers perceived an extra dimension that of Emotional Adjustment which they think is a vital value for Academic Achievement.

6.27 COMPARISON BETWEEN THE CORRELATES OF ACADEMIC ACHIEVEMENT AS PERCEIVED BY IX AND X CLASS STUDENTS (Table No. 72)

On the five following dimensions there is an agreement, though stress differs here and there. There is complete and full agreement on the following dimensions:

1. School Adjustment, and
2. Activeness.

On the elements of Emotional Adjustment and Character the perception of the X Class students is more keen and more sharp than those of the IX Class students whereas in respect of Intelligence and Social Adjustment the perception of the IX Class students is more intense and more cutting than those of the X Class students.

X Class students could perceive an extra and new dimension of Creativity. This perception is in line with the modern thinking about education.
6.28 COMPARISON BETWEEN THE CORRELATES OF ACADEMIC ACHIEVEMENT AS PERCEIVED BY AAL-WA AND BAI-WA STUDENTS (Table No. 72)

They agree on five dimensions:
1. Emotional Adjustment
2. Character
3. Intelligence
4. School Adjustment, and
5. Activeness.

There is a full agreement in respect of School Adjustment and Activeness.

On the elements of Character and Intelligence the perception of AAL-WA students is more intense and more sharp than BAI-WA students but in respect of Emotional Adjustment their perception is more ardent and intense than those of AAL-WA students.

BAI-WA could perceive a new and extra dimension that of Social Adjustment and the same is with a much emphasis upon.

6.29 COMPARATIVE STUDY OF CORRELATES OF ACADEMIC ACHIEVEMENT AS PERCEIVED BY AAL-MA AND BAI-MA STUDENTS (Table No. 72)

They agree on the following five dimensions:
1. Emotional Adjustment
2. Character
3. Intelligence
4. Social Adjustment, and
5. School Adjustment.

There is complete agreement in respect of Intelligence.
The perception of AAI-MA students have a surpassing effect on the elements of Character, Social Adjustment and School Adjustment over the perception of the BAI-MA students on the same elements. But BAI-MA students have a far stronger perception of Emotional Adjustment than their counterparts.

AAI-MA students gave an extra and new dimension of Activeness. This factor is of immense importance in the matters of Academic Achievement.

6.30 COMPARATIVE STUDY OF CORRELATES OF ACADEMIC ACHIEVEMENT AS PERCEIVED BY THE URBAN AND RURAL STUDENTS (Table No.7)

They agree on the following five dimensions of Academic Achievement:

1. Emotional Adjustment
2. Character
3. Intelligence
4. Social Adjustment, and
5. School Adjustment.

On the former three elements there is full and complete agreement whereas in the latter two the Urban Students have more keen and more intense perception than those of their counterparts.

Urban students gave an unparallel dimension of Alertness whereas the Rural Students offered two such perceptions i.e. Activeness and Efficiency. Both are right in their own way. Urban students prefer to be Alert but the Rural students like to be Active and Efficient. All these Correlates are unique and novel in nature.
6.31 COMPARISON BETWEEN THE CORRELATES OF ACADEMIC ACHIEVEMENT AS PERCEIVED BY MALE AND FEMALE STUDENTS (Table No. 72)

Both agree on the following five elements:

1. Emotional Adjustment
2. Character
3. Intelligence
4. Social Adjustment
5. School Adjustment.

On the elements of Character and School Adjustment, the Male Students have more keen and more intense perception than those of the Female Students. But in respect of Emotional Adjustment, Intelligence and Social Adjustment, the Female students laid more stress.

Further more, Female Students perceived an extra-dimension i.e. Activeness.

6.32 HYPOTHESES

There were set four hypotheses for this study (1.6).

From the analysis, interpretation and discussion of data done in the previous chapters the first two hypotheses by and large stand as accepted while third and fourth are partially refuted.

The first hypothesis was regarding the correlates of academic achievement as perceived by teachers and students. As is given above the teachers and the students both have come out with a number of correlates which they perceive significant for academic achievement (6.22).
The second hypothesis was regarding the differences in perceptions of correlates of academic achievement between teachers and students.

Teachers perceived 13 correlates while students gave 11 correlates of academic achievement as significant. These correlates, however, differ in respect of three elements - intelligence, emotional and social adjustment. The teachers, however, lay more stress on character than the students, whereas in respect of 'school adjustment' students emphasized it much more than the teachers. Thus it is self-evident that there is a difference between the perceptions of the teachers and the students though not in all the correlates and in their significance in perceiving.

This hypothesis has been accepted that there is a difference between the perceptions of the two (6.22).

The third hypothesis was regarding the differences in the perceptions of teachers of different levels of intelligence, adjustment, sex and place of residence.

In the categories of above-average

- Intelligence - Well Adjusted, Above Average
- Intelligence - Mal Adjusted and Below Average
- Intelligence - Well Adjusted Teachers,

they agree only on two elements i.e. Intelligence and Character but differ in rest of the elements.

Urban and Rural teachers agree on all elements except Creativity which was perceived only by the Rural Teachers.
Male and Female Teachers agreed on all elements except Emotional Adjustment and Activeness wherein Female Teachers think emotional adjustment as more important and the male teachers activeness.

As the similarities and dissimilarities exist in the perceptions of different categories of teachers - this hypothesis stands partially accepted as certain differences in perceptions of different categories of teachers exist.

Evidence in support of the fourth hypothesis was available from the results given in the Table No. 30 to testify whether differences exist in the perceptions of students.

The perceptions of IX and X Class Students fully agree in all aspects but with the exception of dimension that of Creativity which was perceived only by the X Class Students.

Students of different levels of intelligence and adjustment agree on the following elements:

1. Emotional Adjustment,
2. School Adjustment,
3. Character, and
4. Intelligence

but disagree at the same time on the dimensions of Social Adjustment and Activeness.
Urban and Rural students 5.46, 5.47 and 5.53 have the same perception in respect of emotional, social, emotional adjustment, character and intelligence but urban students perceived a dimension of 'Alertness' whereas the rural students perceived Activeness and Efficiency as correlates.

Male and Female students 5.48, 5.49 and 5.54 have almost the same perceptions except Activeness, which was favoured by the Female students.

In view of the above this hypothesis stands partially accepted too.