CHAPTER VII

SUMMARY, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH
7.1 INTRODUCTION

In the present day complex educational system, the achievement of the students on various tests and examinations is considered of vital value for the evaluation of their school learning and the prediction for future success. Hence recently there have been many investigations to find out the factors which influence the academic achievement. The present study is also another humble attempt in the same direction. However, it is different from others as it is more comprehensive and is directed towards obtaining the correlates which the teachers and students of different intellect, adjustment, sex and location of residence perceive as of significant value in Academic Achievement.

7.2 THE PRESENT STUDY

Statement of the Problem:— "Correlates of Academic Achievement as Perceived by the Teachers and Students of High Schools".
7.3 AIMS OF THIS STUDY

1. To find out the correlates of Academic Achievement as perceived by the Teachers and the Students of High Schools.

2. To compare the perceptions of the Teachers and the Students.

3. To find out the perceptions of Correlates of Academic Achievement by Teachers and Students - combinations made on the basis of intelligence, adjustment, sex, area and class etc. and compare them between/among themselves.

7.4 HYPOTHESES

1. Teachers and students may perceive quite a good number of correlates as indicative of high academic success.

2. There may be differences in their perceptions.

3. There may be differences in perceptions of correlates as perceived by different levels of intelligence, adjustment, sex, and place of residence of Teachers.

4. There may be differences in perceptions of Correlates by students of different classes, sex, levels of intelligence, and adjustment and place of residence.
7.5 PROCEDURE AND TECHNIQUES

Research Method:

Survey Method of research was employed as it suited the problem the most.

Tools:

The following tools were employed to collect data:

(a) List of Correlates (Different for teachers, and for students).
(b) Bells' Adjustment Inventory.
(c) SPM Ravens' Progressive Matrices.

Sample:

For the try outs no consideration was made for rigorous randomisation but the teachers and students were allowed to come in the natural fashion.

A list of all High or Higher Secondary, Government and Private Schools was prepared in an alphabetical order and then schools with the even numbers were included in the sample.

Teachers:

All graduate trained teachers were included in the sample.

Total number of teachers thus taken was 450 but complete data was found in case of only 407 cases.

Students:

Keeping in view all the students of IX and X Classes available in the aforesaid schools the following criteria for selection of students was adhered to.
1. For IX Class every sixth student, and
2. For X Class every eighth student formed the sample.

Total number of students who actually participated in the final phase of the study was 901 (IX Class 319 + X Class 582).

7.6 STANDARDIZATION OF THE LISTS OF CORRELATES

1. First of all, thorough pruning and screening was done and final list was prepared after having applied Q1. All the attributes with Q1 value or more were retained and rest of them were discarded. Thus, a list of 46 correlates for teachers was prepared.

2. Its reliability was found out through test and retest method which came to be .501 which was considered satisfactory in view of the conflicting views and opinions about the Correlates of Academic Achievement.

3. Validity:
   Face Validity: Through a thorough pruning and screening by the Educationists the list was prepared.

   Validity on the basis of Mean Scores: Mean value of scores range from 3.147 to 4.585 (Table No.2) values on the five-point rating scale run from 1-5. The adjectives with more than 4.00 value have been rated as Extremely Important and more than 3.00 have been rated Important by 'All the Teachers' (407). Thus 23 correlates came to be Extremely Important and the other remaining 23 came out to be Important - making whole of the list as valid one.
Validity on the basis of Correlation Matrices:— Since the correlations in most of the cases have been sizeably significant, the tool was taken as valid.

Factorial Validity:— In every Unrotated Factor Matrix most of the variables were found to have significant values. A few which were not found to have significant values, were so potent that they repeated themselves several times in subsequent factors.

On the same lines as above the list of correlates for students was prepared and validated.

7.7. DATA COLLECTION

Data was collected from the schools and from the students in the manner referred to as above.

Analyses of Data led to the following conclusions: 'All Teachers' Category perceived seven dimensions in all.

1. Social Adjustment$^2$
2. Intelligence$^3$
3. School Adjustment
4. Character$^4$
5. Emotional Adjustment
6. Creativity, and
7. Punctuality

* Social Adjustment$^2$ means that this factor occurs twice and Intelligence$^3$ means that factor of Intelligence comes thrice and so on and so forth.
'AAI-WA Teachers' perceived only five dimensions:
1. Emotional Adjustment
2. School Adjustment
3. Social Adjustment
4. Character
5. Intelligence

'AAI-MA Teachers' perceived five dimensions:
1. Character
2. Social Adjustment
3. Intelligence
4. Emotional Adjustment
5. Social/Emotional Adjustment

'BAI-WA Teachers' perceived only four dimensions:
1. School Adjustment
2. Social/Intelligence
3. Character
4. Intelligence

'Urban Teachers' perceived five dimensions:
1. School Adjustment
2. Social Adjustment
3. Intelligence
4. Character
5. Emotional Adjustment

'Rural Teachers' perceived six dimensions:
1. School Adjustment
2. Social Adjustment
3. Emotional Adjustment
4. Intelligence
5. Character
6. Creativity

'Male Teachers' perceived six dimensions:
1. School Adjustment
2. Social Adjustment
3. Intelligence
4. Character
5. Activeness
6. Creativity

'Female Teachers' perceived only five dimensions:
1. School Adjustment
2. Social Adjustment
3. Character
4. Intelligence
5. Emotional Adjustment

'All Students' perceived five dimensions:
1. Emotional Adjustment
2. Character
3. Intelligence
4. Social Adjustment
5. School Adjustment

'IX Class Students' perceived six dimensions:
1. Social Adjustment
2. Intelligence
3. School Adjustment
4. Emotional Adjustment
5. Character
3. Activeness

'X Class Students' perceived seven dimensions:

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

'AAI-WA Students' perceived five dimensions:

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

'AAI-MA' Students perceived six dimensions:

1. Social Adjustment
2. Character
3. Intelligence
4. School Adjustment
5. Activeness
'BAI-WA Students' perceived six dimensions:
1. School Adjustment
2. Emotional Adjustment
3. Social Adjustment
4. Activeness
5. Character
6. Intelligence

'BAI-MA Students' perceived five dimensions:
1. Emotional Adjustment
2. Character
3. Intelligence
4. School Adjustment
5. Social Adjustment

'Urban Students' perceived six dimensions:
1. School Adjustment
2. Intelligence
3. Emotional Adjustment
4. Character
5. Social Adjustment
6. Alertness

'Rural Students' perceived seven dimensions:
1. Emotional Adjustment
2. Character
3. Intelligence
4. Social Adjustment
5. Efficiency
6. School Adjustment
7. Activeness
'Male Students' perceived five dimensions:
1. Emotional Adjustment
2. Character*
3. Intelligence^
4. School Adjustment^2
5. Social Adjustment

'Female Students' perceived six dimensions:
1. Social Adjustment^2
2. Emotional Adjustment^2
3. Intelligence^4
4. Character^3
5. Activeness
6. School Adjustment.

Comparisons are done here as stated earlier.

7.8 COMPARISON BETWEEN THE PERCEPTIONS OF ALL TEACHERS AND ALL STUDENTS IS AS UNDER:

They agree on the following elements with only a difference in respect of stress only:

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

but they differ on Creativity and Punctuality elements.

7.9 COMPARISON AMONG THE PERCEPTIONS OF AAI-WA, AAI-MA AND BAI-WA TEACHERS

They agree on only two elements i.e., Intelligence and Character and differ on rest of the elements.
7.10 **COMPARISON BETWEEN URBAN AND RURAL TEACHERS' PERCEPTIONS**

Their opinion coincide on all the elements except Creativity.

7.11 **COMPARISON BETWEEN THE PERCEPTIONS OF MALE AND FEMALE TEACHERS**

Their views are the same on Intelligence, Character, Social Adjustment and School Adjustment and differ on Emotional Adjustment, Creativity and Activeness elements.

7.12 **COMPARISON BETWEEN THE PERCEPTIONS OF IX AND X CLASS STUDENTS**

They agree on all elements except Creativity.

7.13 **COMPARISON BETWEEN AAI-WA, AAI-MA STUDENTS**

There is no difference in their perceptions. Only variations are in intensity.

7.14 **COMPARISON BETWEEN THE PERCEPTIONS OF BAI-WA AND BAI-MA STUDENTS**

They differ only on Activeness and agree on rest of the elements.

7.15 **COMPARISON BETWEEN THE PERCEPTIONS OF URBAN AND RURAL STUDENTS**

They agree on all elements except Activeness, Alertness and Efficiency.

7.16 **COMPARISON BETWEEN THE PERCEPTIONS OF MALE AND FEMALE STUDENTS**

Their perceptions coincide on all elements except Activeness.
In view of the above the first and the second Hypotheses were accepted and rest of the Hypotheses i.e. third and fourth ones' were partially rejected and partially accepted.

7.17 The following conclusions were drawn from the results of the study:

1. Teachers and students of High Schools perceived the following correlates of Academic Achievement:

1. Intelligence
2. Character
3. Emotional Adjustment
4. Social Adjustment
5. School Adjustment
6. Creativity
7. Punctuality
8. Activeness
9. Alertness
10. Efficiency
11. Social/Emotional Adjustment
12. Intelligence/Social Adjustment

In case of the item Nos. 11 and 12 as is evident from two correlates being put obliquely in these items, the perceptions are not very clear.

2. 'All Teachers' and 'All Students' agree on Intelligence, Character, Emotional Adjustment, Social Adjustment and School Adjustment but differ in respect of Creativity and Punctuality Dimensions.

3. AAI-WA, AAI-MA and BAI-WA Teachers agree on only two elements i.e. Intelligence and Character and differ
slightly on elements of Emotional, Social and School Adjustments.

4. Perception of Urban and Rural Teachers is almost the same with only one exception that the Rural Teachers perceived an additional dimension of Creativity.

5. Male and Female Teachers agree on the dimensions of Intelligence, Character, Social and School Adjustments and further more Male Teachers lay stress on Creativity and Activeness whereas Female Teachers lay stress on Emotional Adjustment.

6. Students of IX and X Classes perceive same correlates. The only exception is in the case of X Class students who perceive an additional dimension of Creativity.

7. The perceptions of AAI-WA, AAI-MA, BAI-WA and BAI-MA students are almost similar with only an exception that the category of BAI-MA students did not perceive the dimension of Activeness.

8. Urban and Rural students are on the same footing in respect of all major elements but showed differences in case of minor ones i.e. Urban Students visualised the dimension of Alertness whereas their counterparts perceived Activeness and Efficiency as correlates.

9. Male and Female students are identical in perception of Intelligence, Character, Emotional, Social and School Adjustments, but Female students perceived an extra dimension of Activeness.
The following suggestions may be offered on the basis of the findings of this study:

1. Teachers and students both perceive Intelligence as the most important correlate. This means that if there is any student who is average, he is liable to be considered a low achiever despite the greater labor he might be putting in his studies. It is, therefore, necessary that the teachers and students be made to realize that other correlates of academic achievement are none-the-less important than Intelligence. Many a hard working student gets frustrations when they are given to understand that they are of the lower intelligence. Therefore, it will be in the fitness of things to suggest that too much emphasis on intelligence for achievement should be diffused.

2. 'Character' is a correlate of Academic Achievement as perceived by the teachers and students comes second best. It includes attributes - Ambitious, Honest, Healthy, Industrious, Kind, Purposeful, Persevering, Progressive, Realistic, Responsible, Serious, Self Controlled, Steady, Sincere and Truthful. These are generally the socially desirable characteristics. Character-building is one of the aims of education. These characteristics should be given due place while teaching rating and assessing the students.
3. One of the most important findings of this study is that the emotional, social, and school adjustments of the students are important correlates of Academic Achievement.

It is suggested that teachers should work to facilitate the adjustment of the students in the aforesaid three aspects. This will not only help in the proper growth of the individuals' self but also assists in better achievements by them.

4. The teachers and students in all categories perceive important personality factors as correlates of academic achievement. It can, therefore, be safely suggested that the school teaching should not merely be confined to the curriculum topics and blind memorisation of facts but be oriented towards the all-round growth of the students.

5. The curriculum should include activities and skills which enrich the moral, social and personal life of the individuals. This study has clearly shown that Character, Adjustment, Creativity etc., are perceived as helping in the academic achievement. A properly planned curriculum must take note of the above mentioned perceptions of both the teachers and students.

3.19 SUGGESTIONS FOR FURTHER RESEARCH

1. Factorial nature of Academic Achievement may be studied further.
2. A study to observe the effect and influence of each correlate of the Academic Achievement, partialling out the influences of the rest of the Correlates can be of much significance and value.