CONCLUSIONS AND DISCUSSION

From the analysis of data, the following conclusions are drawn and these are followed by necessary discussion.

1. **The secondary school students are holding bright average intelligence.**

   The intelligence of the secondary school students is at an average level since the genetic factors and the surrounding environment in which the students are being brought up plays a very important role. The parents, the school, the teachers, the peer groups, and the environment to which the students adjust have a vital impact on the intelligence of the students.

   As the intelligence of the students can (not) be enhanced by any means, it can be nourished better teaching-learning strategies and suitable adjustment techniques by which they can better perform in their further educational world.

2. **The male and female secondary school students are having bright average intelligence with significant difference between them. The female secondary school students are with more intelligence than male secondary school students.**

   Though male and female secondary school students hold bright average intelligence, the female students are with more intelligence than the male students.

   Panda, S. (1991), Selwyn, S. and Ben, Sam W. (2004), and Tripathi, R.C. (1986) reported that female students had more intelligence than male students.


The presence of females is found in almost areas of public life due to the change in the attitude of elders regarding the education of women.

The intelligence of male and female students can be enhanced by showing no differentiation in the activities provided to males and females in the school and providing more and better facilities to all the students to come up to the expected levels.

3. **The rural and urban secondary school students are having bright average intelligence with significant difference between them. The urban secondary school students are with more intelligence than their counterparts.**

The urban students were found to be more intelligent than the rural secondary school students, though all the students hold bright average intelligence.


Aruna (2006), Gupta, K.L. (1977), Manoranjan, Panda (2005), and Sharma (1982) reported no significant difference in the intelligence of male and female students.

The urban secondary school students are with more intelligence since the genetic and social factors play a very important role in determining the intelligence. The environment in which the students are brought up and the facilities available in the surroundings influence the students a lot. The facilities and the equipments provided in the schools also influence them.

The intelligence of rural and urban students can be utilized further by providing the latest facilities, equipments and technologies available. A small percentage increase in intelligence can lay a better foundation for the students for their further future study.
4. The government and private secondary school students are possessing bright average intelligence with significant difference between them. The private secondary school students are with high intelligence than government secondary school students.

The intelligence of private secondary school students was found to be more than their counter parts, though all of them possessed bright average intelligence.

Pareek (1990) found that the private school students were with more intelligence than the government school teachers.

Aruna (2006), Manoranjan, Panda (2005), and Sharma (1982) found no significant difference in the intelligence.

The more intelligence of the private secondary school students may be due the family background, as the socially advantaged and financially sound parents can afford the private education and provide the facilities suitable to private education.

The government should take necessary steps to provide more suitable facilities in the schools so that the intelligence of the students can be utilized optimally. Well trained teachers need be recruited in schools since they can better handle the intelligence of students and divert it towards meeting the educational needs and goals.

5. The residential and day-scholar secondary school students are having bright average intelligence with significant difference between them. The day-scholar secondary school students are with more intelligence than the residential secondary school students.

The mean intelligence score of secondary school day-scholar students is found to be more than the residential secondary school students, though both of them posses bright average intelligence.

Kailash (1973) is supporting the result of the present study.

Madhava Rao (2013) noticed no significant difference in the intelligence of students.
The difference may be due to the facilities available at residential and day-scholar secondary schools and the guidance got from the teachers of these schools. Feeling of physical safety and emotional security are vitally important for normal development of the child’s intelligence. When these are present, children feel free to express themselves and explore the physical, intellectual and social environments. When these are absent, the child’s ability to grow physically, intellectually and emotionally is suppressed. So, intelligence highly depends on the characteristics of the type of the school where the students are brought up and educated. Hence, the schools should see that the intelligence of the students be nourished properly.

6. **The Telugu medium and English medium secondary school students have bright average intelligence without any significant difference between them.**

No significant difference in the intelligence of Telugu and English medium secondary school students, though both of them possess bright average intelligence, is a good sign because students of these media have different cultures at home as well at school.

Teachers should put necessary efforts on nurturing the students intellectually with right action and behaviour to make them lead a better life in every walk of life, including education.

7. **The reserved and unreserved secondary school students are having bright average intelligence without any significant difference between them.**

The intelligence of reserved and unreserved secondary school students was not significant though both of them possess bright average intelligence.

Choudary and Sinha (1959) found no difference in the concrete intelligence of tribal and non-tribal students.

Intelligence of a person largely depends on the agents that are influential for the effective socialization of a person. Intelligence is to some extent predisposed by
culture of the society in which the individual belongs. Efforts need be made to develop strategic plans for improving the use of intelligence of students in the field of education.

8. **The Hindu and non-Hindu secondary school students are possessing bright average intelligence with significant difference between them. The non-Hindu secondary school students are with more intelligence than the Hindu secondary school students.**

The intelligence of non-Hindu students was found more than the Hindu secondary school students, though both of them possess bright average intelligence.

The study of Balakrishna (1986) found that Christian (non-Hindu) students possessed more intelligence and better reasoning ability than non-Christian tribal students.

Sharma, K. (1981) noticed no significant difference in the intelligence of Hindu and other students.

Moral and religious knowledge forms part of any school programme in any secular country as the curriculum imparts a minimum information about all the religions of the society. High ideals of life, ethical values and moral principles will also guide the students become wise and use their intelligence to the fullest extent to have better education and to lead quality life. The teachers should be religion-friendly and do their best in making use of the knowledge by the students.

9. **The secondary school students of literate parents and illiterate parents have bright average intelligence without any significant difference between them.**

The intelligence of secondary school students of literate parents and illiterate parents was bright average with no significant difference between both the categories.

Gakhar, S.C. (2003) found a significant difference in the emotional intelligence of secondary school students of literate parents and illiterate parents.
The parental education has a vital impact on the intellectual development of the child. If parents are well educated, their children may also be intellectually developed and excel in studies since the students are provided with the required facilities and necessary guidance.

10. The secondary school students of parents with an annual income below Rs.1,00,000 and above Rs.1,00,000 are possessing bright average intelligence without any significant difference between them.

The intelligence of secondary school students of parents with an annual income below Rs. 1,00,000 and above Rs. 1,00,000 was with bright average level with no difference between the groups.

Basavanna (1984) and Sharma, K. (1981) noticed no significant difference in the intelligence of students based on the income of the parents.

Sharma, M. (1980) found a significant difference in the intelligence of students of parents with varied income.

The students need be encouraged to do their best in education with their existing intelligence without bothering much about the income of their parents. Guidance programmes may be organized to the parents to provide them knowledge about the intellectual characteristics of their children and how to parent their children.

11. The secondary school students are holding extrovert personality.

Most of the students now-a-days are open-minded. The environmental conditions in which the students are being brought up, the adjustment, the family and home background all have an important impact on the personality of the students.

The personalities of great people can be brought in front of the students so that they can take them as their role models and excel in their student life. Students must be given adequate opportunities to develop themselves so that they can understand themselves and others and develop a balanced personality.

The society, the school, the parents, the teachers and the peers
12. The male and female secondary school students are holding extrovert personality with significant difference between them. The female secondary school students are more extroverts than male secondary school students.

The female secondary school students were with more extrovert personality than male secondary school students, though both male and female students hold extrovert personality.


The female secondary school students may be with high extrovert personality due to the differences in the physical and psychological maturities of male and female adolescents. Today, the female students are excelling in all areas of education with an all round development of their personality. It is a welcome since the view point of parents, teachers and society is rapidly changing towards positive side of girl child education.

There should be no differentiation in the gender when education is being imparted in schools. Each and every student should be treated equally and equal opportunities must be given to all for the full development of their personality. Then only they can excel in one’s own life and become role models to others.
13. The rural and urban secondary school students are holding extrovert personality with significant difference between them. The urban secondary school students are more extroverts than rural secondary school students.

Though the urban and rural secondary school students hold extrovert personality, the urban students are with more extrovert personality than their counterparts.

Dwivedy and Om, Prakash (2002), Sudhir, M.A. and Khaiangte (1977) observed that urban students are more extroverts than rural students.


The urban students are with high extrovert personality since the students’ brought up, the family background, the home environment and the local facilities have some influence on the personality of urban students. Since there are better facilities in urban areas, students get better opportunities for the development of their personality.

Schools should provide better opportunities for both rural and urban secondary school students to interact with the society by conducting camps, rallies and other voluntary activities so that they can better understand the society and in modify their personality as per the needs of the society as well as their own self.

14. The government and private secondary school students are holding extrovert personality without any significant difference between them.

There is no significant difference in the personality of government and private secondary school students, though all of them had extrovert personality.
Gakhar, S.C. and Manhas, K.D. (2005) found a significant difference in the personality of government and private school students.

It is a good indication that there is no significant difference in the personality of government and private secondary school students. This result may be due to the participation of students in the activities of school and society. The personality of private and government secondary school students can be further enhanced towards a balanced one by conducting quizzes, elocutions, debates, essay-writing competitions, etc., and organizing talks, lectures, discussions, etc., on the personalities of great people, so that students come to know about the best personalities and, in turn, develop their own personalities for the well being of their own and for the others.

15. **The residential and day-scholar secondary school students are holding extrovert personality without any significant difference between them.**

Having extrovert personality by the residential and day-scholar students of secondary schools with no difference between them is a welcome sign as the instructional programmes are different in these schools.

Better adjustment strategies and providing equal opportunities to the students to explore themselves to the present conditions of study and living will lead to the better development of personality in the students.

16. **The Telugu medium and English medium secondary school students are holding extrovert personality without any significant difference between them.**

There is no significant difference in the personality of Telugu and English medium students though both of them hold extrovert personality. This result is in opposition to the popular opinion that English medium schools contain high culture and other sophisticated ideas to develop people for high society.

All round development of students’ personality need be given priority both in English and Telugu medium schools. State level and national level programmes may
be conducted in order to develop in the students the way of becoming responsible citizens with a balanced personality.

**17. The reserved and unreserved secondary school students are holding extrovert personality without any significant difference between them.**

The caste has no influence on the personality of reserved and unreserved secondary school students, though the caste has much importance in several personal and public activities and social welfare schemes of the government.

Konwar, L.N. (1989) found similar result, no difference in the personality of reserved and unreserved caste students.

Jayanthi, N.L.N. and Padmanabhan, T. (2008) observed a significant difference in the personality of reserved and unreserved category students.

In the society, majority of the unreserved caste students along with their families are enjoying high financial and social status when compared to reserved caste students. With this background only, the caste reservations are in force in the society to bring forth the reserved caste communities on par with unreserved caste communities by providing reservations in admissions and in employment and by providing financial support and other benefits through various welfare schemes and programmes. The reserved community students should utilize the free facilities and opportunities provided by the government and other agencies to march ahead of anyone. Also, both reserved and unreserved caste students should make use of all available opportunities and facilities in making their personality a comprehensive one.

**18. The Hindu and non-Hindu secondary school students are holding highly personality without any significant difference between them.**

There is no significant difference in the personality of Hindu and non-Hindu students though all of them equally hold extrovert personality.

Singh, Tirath and Kaur, Parminder (2008) has got the similar result with the Hindu and non-Hindu students.
Hussain, M.Q. (1963) and Leela, A.V.S. (1988) found a significant difference in the personality of Hindu and non-Hindu students.

The behaviour of an individual can differ due to the motivational drives to which he/she is exposed to environmental and cultural factors in the school life. These factors will strongly influence an individual’s behaviour in spite of his own intrinsic motives for success. The secondary school students can modify their personality to the requirement by respecting each other’s cultural life and respecting each one’s individuality.

19. The secondary school students of literate parents and illiterate parents are holding extrovert personality without any significant difference between them.

There is no significant difference in the personality of secondary school students of literate and illiterate parents, though both of them hold extrovert personality.


The teachers and parents should see that the literacy of the parents should have a bearing on the formation of personality in the students. Decent behaviour of parents, literate and/or illiterate, helps in the development of a balanced personality in their children. Parents should be very cautious while dealing their children and/or behaving before their wards. The teachers should never talk about the parents’ socio-economic status as this will have an effect on the development of the personality of school students.

20. The secondary school students of parents with an annual income below Rs.1,00,000 and above Rs. 1,00,000 are holding extrovert personality without any significant difference between them.
The secondary school students hold an extrovert personality irrespective of their financial position at home. This may be due to the availability of various welfare benefits to the students of different financial positions of their families.

Asthana, Anju (1989), Bharathi, L. (1988), and Santosh and Kaur, Ravdeep (2009) noticed no significant difference in the personality of secondary school students of parents with different financial positions.

Hussain, M.Q. (1963), Kumari, Shiv (1990) and Sharma, R.K. (1978) showed a significant difference in the personality of secondary school students of parents with varied incomes.

The school and the teachers should extend all possible support to the students of different financial positions to develop balanced personality in them, which will help them settle well in life and career.

21. The secondary school students are holding average achievement.

The present state of average achievement of secondary school students may be due to the nature of new course content developed by the government to meet the requirements of students as well as society, the new academic standards prescribed the government to transact the course content effectively, the new/innovative learning experiences provided by the teachers, and also the new assessment procedures such as formative and summative assessment/evaluation to assess the realisation of the set academic standards. The mastery of course contents help in getting good scores in examinations, which are considered as the outcomes of the abilities of the students. The secondary school students need to learn and work more when compared to their previous elementary education so as to meet the requirements of course content, academic standards and assessment procedures.

The secondary school students may enhance their achievement by having better achievement motivation, by developing suitable study habits, by participating intensively in all academic activities, by extensively interacting with the teachers to clarify their doubts, by understanding and trying to realize the academic standards, by
meeting the challenging needs of formative and summative assessment/evaluation, etc. The achievement of secondary school students can also be improved through cooperative learning, collaborative learning, e-learning, computer assisted learning, etc., which can be utilized as and when it is possible.

22. **The male and female secondary school students are having average achievement with significant difference between them. The female secondary school students are with more achievement than their counterparts.**

The female secondary school students are with more achievement than their counterparts though both of them hold average achievement.

Gurubasappa, H.D. (2009), and Singh, Amit and Kumar, Dinesh (2011) found a significant difference in the achievement of boys and girls. Pal, Anitha (1988) reported that girls were more competitive than boys.


The high achievement possessed by the female secondary school students is really an important aspect as this will help them go further in education and in life.

The secondary school students, irrespective of their gender, need to improve their achievement levels so as to reach the higher levels of learning.

23. **The rural and urban secondary school students have average achievement with significant difference between them. The urban secondary school students are with more achievement than their counterparts.**

The urban secondary school students are with more achievement than rural students, though both of them hold average achievement.

Bhattacharya, Anjana (1989), and Gurubasappa, H.D. (2009) found a significant difference in the achievement of rural and urban school students.
Kanwar, L.N. (1989) noticed no significant difference in the achievement of rural and urban school students.

The physical atmosphere along with academic atmosphere of the rural and urban secondary schools differs significantly and this might have been the reason for the difference in the achievement of rural and urban students. The schools of both urban and rural locations need to have the same infrastructure and instructional facilities to facilitate the students to achieve more in examinations. The teachers of rural schools should take more care as the rural students do not get much academic support when compared to urban students after the school work is over to help the rural students achieve well.

24. The government and private secondary school students are having average achievement without any significant difference between them.

The students studying in government and private secondary schools are with average achievement with no difference between them.

Sundararajan, S, and Dhandapani, B. (1991) noticed no significant difference in the academic achievement of government and private schools.


There difference in the infrastructure and instructional facilities present in the government and private secondary school students might have been contributed for this result in the present sample as the private schools possess better, good financial position, committed management, motivated faculty and access to teaching-leaning material (TLM) than government schools.

The government and private schools should enhance the academic attainment of their students by providing the varied needs of the students.
25. The residential and day-scholar secondary school students are having average achievement without any significant difference between them.

The students of residential and day schools possess average achievement with no significant difference between them.

Gurubasappa H.D. (2009) and Kalpana, Mallela (2003) observed a significant difference in the academic achievement of students studying in different kinds of schools.

Kumar, Pramod N. (2004) noticed no significant difference in the academic achievement of students of various schools.

An environment of discipline is created in the residential schools to make students feel at home do well in their studies as the stay in the schools itself all the time. The students of the day-scholar schools go home after the instructional periods and do as they wish. Even then, the achievement of these two categories is similar.

The teacher of both kinds of schools need to enhance the achievement of the students to move further as the responsibility of the students is to learn better and achieve well in education.

26. The Telugu medium and English medium secondary school students are possessing average achievement without any significant difference between them.

The medium of instruction has no impact on the achievement of the students of Telugu medium and English medium secondary schools.

Reddy, O.R. (1983) and Gurubasappa, H.D. (2009) found significant difference in the academic achievement of students studying with different media of instruction.

Language is the best medium of communication and one should master it to communicate well what he knows and what he wants to inform to others and because of this everyone has acquire the required efficiency in the language in which he wish
to communicate. Hence, irrespective of the medium of instruction, the students should have the basic knowledge skills in the medium of instruction in order to learn well and do better in examinations.

27. The reserved and unreserved secondary school students have average achievement without any significant difference between them.

The caste has no role play in the achievement of secondary school students.

The secondary school students, irrespective of their caste background, learn the subject matter sincerely to achieve good scores in examinations as these are helpful in getting higher education. The welfare measures linked to the caste may also be utilized to do well in education.

28. The Hindu and non-Hindu secondary school students are possessing average achievement without any significant difference between them.

The religion did not influence the achievement of the secondary school students.

The religion is the part of the life of any individual and no student has any exception as he is part of the family and the society. Of course, all religions advocate education to every human individual. The secondary school students should enhance their academic achievement as the achievement is the indicator if the student learning in schools and the way to proceed further by taking the help of parents and teachers.

29. The secondary school students of literate parents and illiterate parents have average achievement without any significant difference between them.

The education of parents did not have any bearing on the achievement of the secondary school students though they can influence the achievement of their children through their education and experience.

The parents, irrespective of their educational status, should take care of the education of their children as the children need to be settled well in life and career in
future. The education of the children is a way an investment and it reflects on the achievement of the children. As better qualified people earn better, the students should get motivation of this and excel in the examinations.

30. The secondary school students of parents with an annual income below Rs. 1,00,000 and above Rs. 1,00,000 are possessing average achievement without any significant difference between them.

The income of the parents did not show any influence of the achievement of the secondary school students.

Chatterji, et al (1971), and Rajput, A.S. (1984) observed no significant difference between the academic achievement and socio-economic status, which includes financial position of the family of the students.

Gurubasappa, H.D. (2009) found significant difference between academic achievement and socio-economic status of students.

Now-a-days, financial position is not at all a major constraint for getting education as the school education is free to every child and there are several welfare schemes to the poor people to avail the facilities of education. Hence, all the students should improve their academic achievement ignoring the financial problems, if at all any that come in the way of education.

31. The secondary school students are holding very low positive correlation between intelligence and personality.

The teachers should plan to bring correlation between intelligence and personality as both are interrelated and influence each other. If the teachers and parents work together for the development of personality, then both personality and intelligence work together to do good to the child.
32. The correlation between intelligence and personality of male and female secondary school students is very low positive correlation.

The physical and psychological maturity levels of boys and girls differ significantly at the adolescent age since the exposure to social affairs and academic matters differ from boys to girls. If the people surrounding the male and female school students help do well in all walks of life, the correlation between intelligence and personality would increase and the benefits of the correlation will be reaped by the students by utilizing in the field of education.

33. The rural and urban secondary school students possess no correlation between intelligence and personality.

Though the intelligence may not be enhanced in anyone, the personality of an individual can be modified as per the requirement by providing the necessary environment. With the present scenario of correlation, the rural and urban secondary school students should do well in their education.

34. The government and private secondary school students are holding low positive correlation between intelligence and personality.

The students of government and private secondary schools should utilize the facilities available in their institutions to study better ignoring the relationship between intelligence and personality so that they can move further in the field of education leading to a better career and life.

35. The residential secondary school students possess a low negative correlation between intelligence and personality and the day-scholar secondary school students are possessing a very low positive correlation between intelligence and personality.

The students of residential and day-scholar secondary schools should have better positive correlation between intelligence and personality to do well in their studies and to reach the higher levels in their chosen education field.
36. The correlation between intelligence and personality of Telugu and English medium secondary school students is very low positive correlation.

The students of Telugu medium and English medium secondary schools should develop better communication skills in which language they are studying to develop themselves better personality and to utilize their intelligence in education.

37. There is a very low positive correlation between intelligence and personality of reserved secondary school students and a very low negative correlation between intelligence and personality of unreserved secondary school students.

The secondary school students, forgetting their caste, should develop better personality and utilize their intelligence intelligently to have quality education and to do well in life and career.

38. There is very low negative correlation between intelligence and personality of Hindus and very low positive correlation between intelligence and personality of non-Hindu secondary school students.

The religious education serves as an instrument for character formation, which is somewhat personality, of the students. The students of all religions should develop a balanced personality which helps in the right use of intelligence in any field of life, including education.

39. There is very low positive correlation between intelligence and personality of secondary school students of literate parents and very low negative correlation between intelligence and personality of secondary school students of illiterate parents.

Usually, education of parents influences the life of their children as the environment of the educated family differs qualitatively from that of uneducated family. The students of secondary schools, without bothering much about the
education of their parents, should concentrate on the development of better personality and utilization of intelligence which in turn help do better in their studies.

40. There is very low negative correlation between intelligence and personality of secondary school students of parents with an annual income below Rs. 1,00,000 and a very low positive correlation between intelligence and personality of secondary school students of parents with an annual income above Rs. 1,00,000.

The financial background of parents helps the children develop balanced personality and use intelligence in required manner as the students may not have much difficulty in fulfilling their material requirements. The secondary school students, of varied financial backgrounds, should concentrate on the effective use of their existing intelligence and on the development of society-accepted personality to do well in the school and society.

41. There is very low positive correlation between intelligence and achievement of secondary school students.

Chatterji, P.S. (1983) reported significant positive correlation between achievement and intelligence.

The teachers of the secondary schools should try to enhance the achievement of the students by making use of the intelligence of the students to bring more correlation between intelligence and achievement.

42. There is very low negative correlation between intelligence and achievement of male secondary school students and low positive correlation between intelligence and personality of female secondary school students.

Mahajan, Monica (2011) found significant positive correlation between academic achievement and intelligence of boys and girls. Darsana, M. (2007) found significant relationship between intelligence and achievement in higher secondary school boys.

The secondary school boys and girls should enhance their achievement utilizing maximally their intelligence as achievement helps them do well in future educational activities.

43. There is very low positive correlation between intelligence and achievement of rural secondary school students and negative correlation between intelligence and achievement of urban secondary school students.

Darsana, M. (2007) found significant relationship between intelligence and achievement in rural and urban higher secondary school students. Sunil, Kiran K.S. (2005) observed the influence of intelligence on academic achievement of urban and rural students, and the rural students had more intelligence than urban students.

With available intelligence, if the secondary school students sharpen their intelligence and improve their personality towards positive end, they will do wonders in the field of education and the teachers should take necessary steps towards this direction.

44. There is very low positive correlation between intelligence and achievement of government and private secondary school students.

Parents are choosing private education for their children as they believe that such education provides socio-cultural advantages (such as association with socially dominant groups, better resources and greater life skills) less obtainable in the government schools. Despite the perception often held by parents that a private school education will lead to better academic, social and personal outcomes for their children, most studies examining the private and government schools have tended to focus solely on academic outcomes, with varying results.
45. There is very low positive correlation between intelligence and achievement of residential and day-scholar secondary school students.

As stay either in the school or outside the school doesn’t matter much with the correlation between intelligence and personality, the secondary school students need to march forward in education with their existing intelligence and personality to realize their goals along with their aims.

46. There is very low positive correlation between intelligence and achievement of Telugu medium and English medium secondary school students.

The secondary school students should do well in their studies whatever the medium of the instruction may be in secondary schools where they pursue they education as education gives everything in life and career. To this end the parents and the society also should do the needful.

47. There is very low positive correlation between intelligence and achievement of reserved and unreserved secondary school students.

Aruna, N.S. (1981) found significant correlation between intelligence and achievement of SC and ST students, both are reserved categories availing the social welfare measures offered the governments including free education, free books, free clothing and other incentives.

The students of different communities living in the society with varied social backgrounds need be given equal opportunities to let go ahead according to their abilities in education to settle well after in life. The central and state governments are proving various welfare schemes and programmes to the needy to help them in having quality education at various levels of education to keep everyone of the society on par with each other.
48. There is very low positive correlation between intelligence and achievement of Hindu and non-Hindu secondary school students.

Usually, the social agencies like temple, church, mosque, social clubs, etc., influence the personality development of the students and also sharpen the intelligence due to exposure to various kinds of interactions. The students with the public and religious interactions need to develop in their chosen period from time to time.

49. There is very low positive correlation between intelligence and achievement of secondary school students of literate parents and illiterate parents.

Parents of students influence the children, more particularly the educated parents with their understanding about the advantages of education, in any field of their lives. The students, ignoring the varied education backgrounds of their parents, need to go ahead in education and achievement to settle well in their lives unlike their parents with various educational statuses.

50. There is a very low positive correlation between intelligence and achievement of secondary school students of parents with an annual income below Rs.1,00,000 and above Rs.1,00,000.

The financial status is the not at all a problem in achieving anything if anyone has the required level of intelligence and suitable quantum of personality. The students with differing financial positions of their families should pursue education to the core to do well in future by earning lots of money with their personality and intelligence.

51. There is very low positive correlation between personality and achievement of secondary school students.


The secondary school students should develop balanced personality and also achieve well in examinations to do well in life and career ignoring the negative factors that contribute to the personality development and high achievement.

52. There is low positive correlation between personality and achievement of male and female secondary school students.

It is believed that emotions and competences are some of the important dimensions of intelligence and personality. With the existing level of intelligence and personality, the secondary school boys and girls should strive to achieve better in school examinations to study further.

53. There is very low positive correlation between personality and achievement of rural and urban secondary school students.

Locality of the secondary school students decides the development of personality and achievement as the social and family atmospheres in these locations vary much and these will have some influence on the correlation of personality and achievement. Ignoring the level of correlation between the personality and achievement, the students have to excel in examinations.
54. There is very low positive correlation between personality and achievement of government and private secondary school students.

The varied levels of infrastructure and instructional facilities available in government and private secondary schools may have influence on the correlation of the achievement and personality, but, ignoring the facilities available in the schools, the students should do well in their studies to march ahead into the future with flying colours.

55. There is very low positive correlation between personality and achievement of residential and day-scholar secondary school students.

The duration of the instructional facilities available to the students will definitely have an impact on the achievement in examinations and the development of personality. The students of residential and day-scholar secondary schools should study to their best to do well in their education and public life.

56. There is very low positive correlation between personality and achievement of Telugu medium and English medium secondary school students.

The native language will definitely have some influence on the formation of personality as the individuals communicate effectively in their mother-tongue/native-language. Irrespective of the medium if instruction in the schools, the students have to achieve better in examinations to move to the higher levels of education. If the personality helps in achievement, that would be still better.

57. There is very low positive correlation between personality and achievement of reserved and unreserved secondary school students.

The teachers should provide opportunities to enhance the achievement of the secondary school students, whatever the caste of them may be. The students should also utilize the opportunities provided by the governments through schools in enhancing their achievement so that they can have better opportunities in education.
58. There is very low positive correlation between personality and achievement of Hindu and non-Hindu secondary school students.

One should not bother much about the religion which be follows/believes as it is only a social aspect, but not the concern for education, employment and earning. Hence, the secondary school students, forgetting about their religion, have to study well as long as they are in the system of education to stand high in achievement and personality.

59. There is very low positive correlation between personality and achievement of secondary school students of literate parents and illiterate parents.

The parents, whether literate of illiterate, should encourage their children to do better and better in school examinations and in the development of a balanced personality. The parents should constantly supervise monitor their children as the children are in the age of formation.

60. There is negative correlation between personality and achievement of secondary school students of parents with an annual income below Rs.1,00,000 and very low positive correlation between personality and achievement of secondary school students of parents with an annual income above Rs.1,00,000.

The secondary school students, without considering the financial background of their parents, should learn well in the classrooms to do better in examinations and to form a right personality as money helps only to avail certain amenities. Idf the students do better in education, they themselves earn much in life.

The secondary school students are with bright average intelligence, achievement, extrovert personality and average achievement. Except medium of instruction, caste reservation, religion, parental education and economic status of parents of secondary school students; the gender, school management, locality and type of the school showed an influence on the intelligence of secondary
school students. Except school management, type of the school, caste reservation, religion and economic status of parents of secondary school students; the gender and locality of secondary school students showed an influence on the personality of secondary school students. Except school management, type of school, medium of instruction, caste reservation, religion, parental education and economic status of parents of secondary school students; the gender and locality showed an influence on the achievement of secondary school students.

The teachers, the parents and the society should provide all the facilities to the students to utilize their intelligence, to nourish their personality and to promote their achievement. Then the students will flourish in every dimension of life and living.

SUGGESTIONS FOR FURTHER RESEARCH

The present study, A Study of Intelligence, Personality and Achievement of Secondary School Students, brings to light a number of new areas to be studied by future researchers. The areas and variables that are not covered by this study may be put to test to enlighten the other associated factors. So, the researchers may think of the following few areas of study in detail.

1. Studies may be taken up to study the effective use of existing intelligence of students in their education and their academic achievement.
2. Studies may be taken up to identify the factors that make the students use their intelligence more intelligently in education.
3. Studies may be taken up on experimental basis to inculcate, nourish and promote a balanced personality in students.
4. Studies can be undertaken to find out the influence of school environment, home environment, teachers and co-students on intelligence, personality and achievement of students.
5. Studies can be taken up to know the influence of academic adjustment and achievement motivation on the personality of students.