SUMMARY
The objective of the present endeavor was aimed to study the "Academic achievement in relation to socio-economic status, anxiety level and achievement motivation: A comparative study of Muslim and non-Muslim schoolchildren of Uttar Pradesh". Keeping in view the objective of the study, an empirical investigation was undertaken and thereafter, data were tabulated and analyzed using simple product moment coefficient of correlation and t-test for obtaining results.

The thesis comprising Ph.D. work have been presented in different six chapters, Chapter-I dealt with the meaning and concepts of the various independent variables namely, socio-economic status, anxiety and achievement motivation, and moreover, the dependent variable viz., academic achievement as a part of the introduction Ph. D. thesis. In this chapter, firstly achievement specially with regard to school performance has been discussed and academic achievement was considered to be an important aspect of one's early life that is most likely to determine and shape individual's success in future life endeavors. Therefore, it's various determiners like socio-economic status, anxiety and achievement motivation has been discussed with comprehensive details as these were the independent variables in the present investigation. So far as the significance of socio-economic status for academic achievement is concern it is found to be an important aspect because socio-economic status determines one's level of motivation, interest, competitive bent of mind, etc. It is operationally defined as a social class membership and social acceptability (i.e. the reward value) of the given occupation to the young persons and to the peers to maintain their own status in a society. Anxiety is another independent variable, which is important to be controlled. Temperamentally anxious and economically weak
children are unable to cope with the educational challenges in the institution and consequently they lag behind their fellow students. Similarly, the third independent variable viz. achievement motivation is also viewed to be a significant predictor of successful achievement in life endeavors. The term achievement motivation refers to a pattern of actions and feelings connected to striving to achieve some internalized standard of excellence in performance (Vidler, 1977 b). Achievement-oriented behaviors are most likely to be instrumental in achieving success either in academics or other walks of life.

Chapter II has been devoted to mention an overview of related available studies, relevant to the present quest of research. Therefore, studies pertaining to academic achievement, socio-economic status, anxiety level, achievement motivation were critically described and discussed. In the light of the available related studies the relevance of the present study was highlighted and then hypotheses, referring to the objectives of the study were formulated for testing in quest of fulfilling the void of knowledge.

Chapter III incorporated the method and procedure opted for investigation. The study was conducted on class X boys (both Muslims and Non-Muslims) studying in government inter colleges in different regions of Uttar Pradesh. Finally, the sample size came to N=448 (224 Muslims and 224 Non-Muslims). After the administration of the various tools/questionnaires, data were tabulated and statistical treatment to the data was given using simple product moment coefficient of correlation, t-test, skewness and kurtosis through computer.

Chapter IV and V were devoted to analysis & interpretation of data and discussion respectively.
Charter VI presents conclusion. In a nutshell it can be concluded that

(i) Significant positive relationship have been witnessed between socio-economic status and academic achievement.

(ii) Both for Muslim and Non-Muslim children significant positive relationship have been obtained between socio-economic status and academic achievement.

(iii) Significant negative relationship exists between anxiety and academic achievement.

(iv) Children (both Muslim and Non-Muslim) having least anxiety score higher on academic achievement.

(v) Significant positive relationship have been obtained between achievement motivation and academic achievement.

(vi) Both for Muslim and Non-Muslim children significant positive relationship have been witnessed between achievement motivation and academic achievement.

(vii) Significant inverse relationship have been obtained between socio-economic status and anxiety.

(viii) Both for Muslim and Non-Muslim children significant inverse relationship have been found between socio-economic status and anxiety.

(ix) Higher socio-economic status goes along with higher achievement motivation.

(x) Both for Muslim and Non-Muslim children higher socio-economic status goes along with higher achievement motivation.
(xi) Significant inverse relationship have been obtained between anxiety and achievement motivation.

(xii) Both for Muslim and Non-Muslim children significant inverse relationship have been found between anxiety and achievement motivation.

(xiii) The academic achievement of Non-Muslim children have been witnessed to be superior in comparison to their Muslim counterparts.

(xiv) The socio-economic status of Non-Muslim children differs significantly from socio-economic status of Muslim children favouring the former.

(xv) Non-Muslim children have less anxiety in comparison to Muslim children.

(xvi) On the measure of achievement motivation, Non-Muslim children are found to be superior to Muslim children.