

ACADEMIC ACHIEVEMENT OF SENIOR SECONDARY SCHOOL STUDENTS IN RELATION TO INTELLIGENCE AND TYPES OF SCHOOL

Ms. Sunita¹ Dr. Aruna Anchal²

¹Ph.D. Research Scholar, Department of Education, Baba Mastnath University, Asthal Bohar, Rohtak

²Dean and H.O.D. Department of Education, Baba Mastnath University, Asthal Bohar, Rohtak

Corresponding Author:

Ms. Sunita

Ph.D. Research Scholar, Department of Education, Baba Mastnath University, Asthal Bohar, Rohtak

Email : sunitasharna93550@gmail.com

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ABSTRACT

The present study is an attempt to study the impact of emotional intelligence on academic achievement of senior secondary school students. A sample of 400 (200 male and 200 female) senior secondary school students from four districts of the state of Haryana was taken on the basis of multi-stage random sampling. Group Test of Intelligence by Ahuja (2005) was used to assess intelligence and academic achievement score from 10th class results were used to collect the data. Mean, Standard Deviation, and 't' test were used to analyse the data. It was observed from the present study that female students had more academic achievement than their male counterpart. It was found that academic achievement of senior secondary school students with high intelligence shows that had more academic achievement than those senior secondary school students with low intelligence. The present study will be very helpful to the educational planners, policy makers, administrators, teacher-educators and parents in particular and society in general in bringing about improvement in various skills of the teachers by strengthening their intelligence to boost academic achievement among students.

Keywords: Academic achievement, intelligence, government, private, senior secondary school students

Introduction

Academic achievement is the core of the whole educational growth. It is regarded as an important goal of education. It is considered as outcome of the instructions provided to the students in schools which is determined by the grades or marks, obtained by the students in their examinations. It usually indicates students' learning outcomes which require a series of organized and planned experiences. It is the prime and perennial responsibility of a school or any other educational institution established by the society to promote whole scholastic growth and development of a child.

Academic achievement plays a very significant role in the attainment of the harmonious development of the child. The prediction of it has assumed enormous importance to its practical view. In our community, it is considered as a key criterion to judge one's total capacities and potentialities. It forms the main basis of admission and promotion in a class. It is also important for obtaining a degree/diploma or getting a job. The importance of academic achievement has raised several important questions for educational researchers: What factors promote achievement in students? How far the different factors contribute towards academic achievement? Many factors have been hypothesized and researched upon. Researchers have come out with varied results, at times complementing each other, but at times contradicting each other. A complete and comprehensive picture of academic achievement still seems to elude the researchers. The search therefore continues. Educational researchers all over the world are still seeking a breakthrough in clarifying the phenomenon. It is specially so in countries like India, where the population growth has over shot the process of tapping in the natural resources and has out-stripped the expansion of facilities, consequently, heightening the competition for admission and promotion of the students to the next class. As a natural consequence, the intensity of increasing educational needs have not met with the needed facilities. This lag between educational requirement and the means to accomplish them has resulted in sharp decline in academic standards. The problems of deteriorating standards have forced the educationist to thoroughly probe the factors that effects the pupils' academic achievement in schools at all levels and on that basis to suggest measures for improvement to the educational authorities.

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Intelligence

During last 60 years, more researches have been done in the various field of subject of intelligence including the meaning and nature of intelligence. A lot of literature has been produced by the psychologists of fame on this topic. In psychological literature, intelligence has been treated as a construct, no one knows what intelligence is. In this regard E. Hine says "Intelligence is that which cannot be defined." There is no end to the definition of intelligence just as there is no end to the definition of education, life, love and God. Many questions like, is intelligence a single ability or a combination of several different abilities. Can a person be highly intelligent in some respect but below average in others? It is, therefore, clear how a complex and inexact concept of intelligence is due to its vagueness. In recent years concept of intelligence has become less acceptable and more expose to criticism by psychologists. Several definitions have been advanced by the psychologists but they do not agree among themselves. There are different opinions. Ross, Burt, Stern, Woodworth, Alfred Binet, MC Dougall, Godard, William James and many other psychologists have emphasized adjustment, others like Buckingham, Dearon, Thorndike have taken ability to learn as the criterion, while the other psychologists Spearman, Terman etc. have emphasized the abstract thinking in defining intelligence. There are few names, which are known for giving comprehensive definition of intelligence.

Sternberg (1997) quoted in "Viewed narrowly, there seem to be almost as many definitions of intelligence as there were experts asked to define it." Legg and Hutter (2006) pointed out that "Despite a long history of research and debate, there is still no standard definition of intelligence. This has lead some to believe that intelligence may be approximately described, but cannot be fully defined. We believe that this degree of pessimism is too strong. Although there is no single standard definition, if one surveys the definitions that have been proposed, strong similarities between many of the definitions quickly become obvious. In many cases different definitions, suitably interpreted, actually say the same thing but in different words. This observation leads us to believe that a single general and encompassing definition for arbitrary systems was possible. Indeed we have constructed a formal definition of intelligence, called universal intelligence, which has strong connections to the theory of optimal learning agents".

Statement of the Problem

Academic Achievement of Senior Secondary School Students in relation to Intelligence and types of school

Objectives

1. To compare the academic achievement of senior secondary school students studying in government and private schools.
2. To compare the academic achievement of senior secondary school students having high and low level of intelligence.

Hypotheses

- 1, There exists no significant difference in academic achievement senior secondary school students studying in government and private schools
2. There exists no significant difference in academic achievement of senior secondary school students having high and low level of intelligence.

Methodology

Descriptive research is concerned with hypothesis formulation and testing and the analysis or relationship between non-manipulated variables and the development of generalizations. In this study, Descriptive research method has been used.

Population and Sample of the Study

The study aims at describing the academic achievement of senior secondary school students in relation to their intelligence. It, therefore, requires that data to be collected from the concerned categories of senior secondary school students, who form the population of the study, On the basis of multi-stage random sampling. In the present study, 800 (400 male and 400 female) senior secondary students from four districts of the state of Haryana constituted the sample.

Tools Used

1. Group Test of Intelligence by Ahuja (2005)
2. Academic Achievement Test score have been taken from the academic performance of students in previous examination.

STATISTICAL TECHNIQUE USED

Mean, Standard Deviation, and 't' test were used to analyse the data.

Data Analysis

The principal objective of the present paper is to see the impact of intelligence on academic achievement among senior secondary school students of Haryana. The difference in academic achievement in relation to types of school and level of intelligence are shown in Table 1 to Table 2

1. Comparison of mean score of academic achievement of students in relation types of school

Table: 1 Mean score, standard deviation and 't' value of intelligence of government and private senior secondary students

Types of School	N	Mean	SD	T-value
Government school students	400	66.66	16.013	6.660**
Private school students	400	76.06	11.004	

**** Significant at 0.01 level**

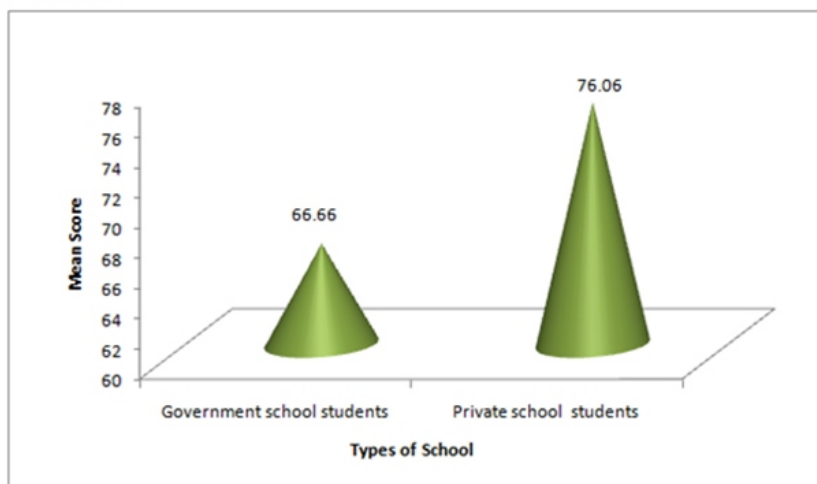


Fig. 1: Mean score of students' academic achievement of government and private senior secondary students

Table 1 indicates that the mean score of academic achievement of government and private senior secondary school students. It indicates that the mean score of government and private students on academic achievement are 66.66 and 76.06 respectively. The 't' value comes out to be (6.660) which is significant at 0.01 level concluding that government and private school students differed on academic achievement. As a result, the null hypothesis, "There is no significant difference in academic achievement of government and private senior secondary school students" is not retained. The higher mean score of private school students shows that they had more academic achievement than their counterpart government school students.

2. Comparison of mean score of academic achievement in relation to intelligence

Table 2 Mean score, standard deviation and 't' value of academic achievement of senior secondary school students having low and high intelligence

Types of Intelligence	N	Mean	SD	t-value
Low intelligence	98	55.83	7.329	26.948**
High intelligence	388	84.32	6.689	

**** Significant at 0.01 level**

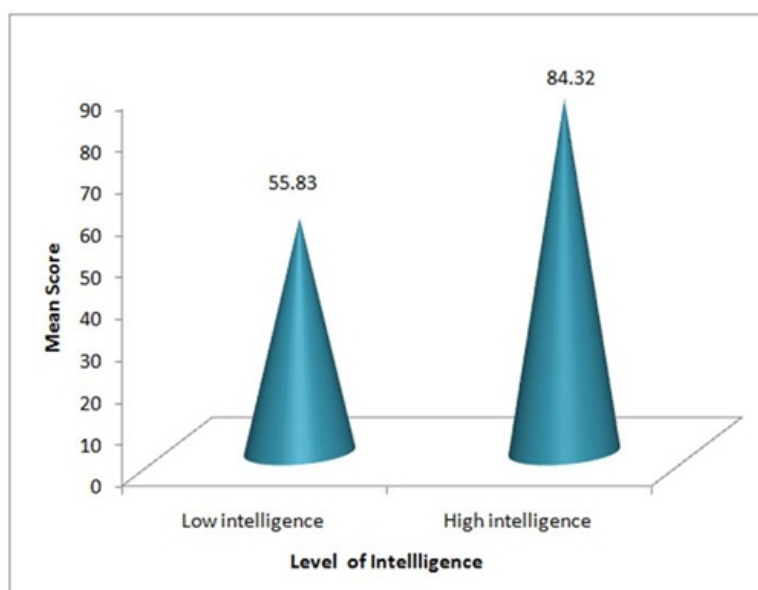


Fig. 2 Mean score of academic achievement of students having low and high intelligence

Table 4.2 indicates that the mean scores of academic achievement among senior secondary school students in relation to their intelligence. It indicates that the mean scores academic achievement of senior secondary school students having low and high intelligence are 55.83 and 84.32 respectively. The 't' value comes out to be (26.948) which is significant at 0.01 level concluding that senior secondary school students with low and high intelligence are differ significantly difference in academic achievement of senior secondary student having high and low intelligence” is not retained. The higher mean score of students having high intelligence shows that they had more academic achievement that those students with low intelligence.

Findings of the Study

1. There exist a significant difference in the level academic achievement of senior secondary school students studying in government and private schools. The higher mean score of private school students showed that they had more academic achievement than their counterpart government school students.
2. There exist a significant difference in the level academic achievement of senior secondary school students having high and low level of intelligence. The higher mean score of academic achievement of senior secondary school students with high intelligence shows that they are more achievement motivated than those senior secondary school students with low intelligence.

Discussion of Results

The present paper highlighted private school students' superiority over government school students in relation to academic achievement. The present finding is supported by Rasool (2018) found that private secondary school students showed higher academic performance than government school students. In the present study, it was also noted that academic achievement of senior secondary school students with high intelligence shows that they are more achievement motivated than those senior secondary school students with low intelligence. The finding of the present research is supported by Saxena (2004), Paltasingh (2008) and Dandagal & Yarriswami (2017) who stated that a low sense of intelligence should be associated with negative achievement behaviors (e.g., low effort and persistence). The present study will be very helpful to the educational planners, policy makers, administrators, teacher-educators and parents in particular and society in general in bringing about improvement in various skills of the teachers by strengthening their intelligence to boost academic performance among students.

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