

**A STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF KURUKSHETRA IN
RELATION TO THEIR INTELLIGENCE**

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ABSTRACT

The need for measuring academic achievement is based on two fundamental assumptions of psychology. First, there are differences with in the individual from time to time known as behavior oscillation i.e., academic achievement of the same individual differs from time to time, from one class to another and from one educational level to another. Secondly there are individual differences. The present study was conducted with the purpose to known the academic achievement of students of Kurukshetra in relation to their intelligence. The study was conduct on a sample of 200 student of IX Class studying in Govt. & private school of Kurukshetra. Academic Achievement test was developed by Investigator and Intelligence test by R.K.O---K.R. Chaudhary was used to collect data. The collective data was analyzed with the help of t-test. The results of the present study showed that there is positive relationship between the Academic Achievement and Intelligence of secondary school students of Kurukshetra. Further the results showed that Academic achievement of Girls is more than that of boys.

KEY WORDS: Academic Achievement, Intelligence, Secondary School Students

INTRODUCTION

Education can be viewed as the transmission of the values and accumulated knowledge of a society. It is equivalent to socialization and in cultivation. Education is continuous effort to develop all capacities of the child, to control his environment and to fulfill his requirements. Education in real sense is to humanize humanity, and to make life progressive, cultured and civilized. It is very important for the progress of individual and society. As societies grew more complex the qualities of knowledge become more and more complex and knowledge from old generation to coming

generation become different. The development is to be natural and progressive. It is to be directed towards despicable goals, which are fined by the society according to individual and social needs.

The need for measuring academic achievement is based on two fundamental assumptions of psychology. First, there are differences with in the individual from time to time known as behaviour oscillation i.e., academic achievement of the same individual differs from time to time, from one class to another and from one educational level to another. Secondly there are individual differences.

VALUE OF ACHIEVEMENT IN EDUCATION

Teaching of language is very essential in order to achieve the educational aim determined by different commissions, committees and educationists etc. various educational philosophies have emphasized language as medium of instruction and teaching as an dependent subject at primary, secondary or higher level of the education. Studies have reveals that education through medium of language can be successfully used for giving instructions to the students. In that case, it is really helpful.

By using language, the teacher can teach difficult items of language through comparison and contrast. It facilitates the teaching work because through comparison the things are better learnt and retained in the mind for a long time.

- While teaching a poem it is very useful if the teacher is able to compare one language poem with some poem of other achievements like Hindi, English.

The teacher needs to become competent in writing, valid and reliable language is psychological and natural value of literature and grammar cannot ignore in human life.

- Many habits acquired in language are helpful in the learning of other achievements. The basic principles of learning a achievement, the habits of clear thinking, loud reading, silent reading etc. are of great help because they are transferred exactly in the same way.
- The use of language helps a good deal when the teacher is teaching punctuation to the students.
- By the use of language, the teacher and the learners are able to proceed from simple to complex and from easy to difficult.
- By using language, the teacher is at once able to test the comprehensive of the students. Sometimes the students are not able to follow the teacher though he makes all efforts for it. In that case, the use of language works wonders.
- In language the students write different types of composition. The sever ideas and contents can be made use of while writing essays and stories in Punjabi tests to ascertain student progress.

The following types of evaluation instruments testing appropriate standards for their writing may be developed by the teacher.

1. Multiple choices
2. True false
3. Essay and short answer
4. Compilation and matching

INTELLIGENCE

Study of intelligence is really a difficult is really a difficult task. Psychologists all over the world have made attempts to define intelligence in their best possible achievement but a definition which is universally accepted has not yet been noticed in any literature on intelligence. Intelligence has been defined as an ability of the individual. But there is no agreement as to what kinds of ability it is and the ability to do what like the blind man appraising the size of elephant psychologists have defined intelligence in their own way. While the psychologists try to measure intelligence and the teachers try to cultivate. Intelligence, nobody seems to know precisely what intelligence is. It is worthwhile to quite some of the definitions here to arrive at a meaning of intelligence.

NEED AND SIGNIFICANT OF THE STUDY

Teaching of language is very essential in order to achieve the educational aim determine by different commission committees and educational etc. various educational philosophies have emphasize language as medium of instruction and teaching of language as an dependent subject at primary, secondary or higher level of the education studies have revealed that education through medium of language is psychological and natural.

Many studies have been conducted in the area of Math, Science and English Achievement etc. the investigation realizing the importance of language Punjabi decided to conduct the present study to evaluate the student's achievement.

STATEMENT OF THE PROBLEM

A STUDY OF ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS OF KURUKSHETRA IN RELATION TO INTELLIGENCE

OBJECTIVES

1. To find out significant relationship between academic achievement and intelligence.

2. To find out significant difference between intelligence of boys & girls in relation to their academic achievement.

HYPOTHESES

- There exist a significant relationship between academic achievement and Intelligence of secondary school students.
- There is no significant difference between academic achievement of Boys and Girls of secondary school students.
- There is no significant difference between intelligence of Boys and Girls of secondary school students.

SAMPLE

A sample was selected randomly from the Govt. High Schools of KURUKSHETRA. A sample of 200, IX class students was selected. Equal representation was given to gender and locale.

DELIMITATIONS

1. The focus of the study was on academic Achievement and Intelligence.
2. This study was restricted to IX class students only.
3. The number of students for the study was 200 students.

TOOLS USED

1. Academic Achievement test developed by Investigator.
2. Verbal Intelligence test by R.K.O----K.R. Chaudhary

CORRELATION BETWEEN ACADEMIC ACHIEVEMENT AND INTELLIGENCE OF STUDENTS

To test the hypothesis that there is significant relationship between academic achievement and Intelligence of students, Pearson's Product Moment Correlation was computed between the scores of academic achievement and Intelligence of students as per the details given below:

Table 1.1 Correlation between achievement in Punjabi and Intelligence of students

Sr. No.	Variables	N	R	Interpretation
1.	Academic Achievement	200	0.71	Significant at .01 level
2.	Intelligence	200		

It is depicted from the table 1.1 that correlation between academic achievement and Intelligence of students is 0.71. The 'r' in order to be significant at .01 level of significance so it is concluded that

there is significant positive correlation between academic achievement and Intelligence of students.

Hence hypothesis -1, “There exist a significant relationship between academic achievement and Intelligence of students” is rejected.

T-RATIO BETWEEN ACADEMIC ACHIEVEMENT OF BOYS AND GIRLS OF SECONDARY SCHOOL STUDENTS

There is no significant difference between the academic achievement of Boys and Girls of secondary school students. To verify the hypothesis t-ratio was computed between the mean scores of academic achievement of Boys and Girls of secondary school students.

Table 1.2 - t-Ratio was calculated between achievement in Punjabi of boys and girls of secondary school students

S. No	Group	N	Mean	Sd	SE _D	Mean Diff.	t-ratio	Level of Sig
1.	Boys	100	44.57	7.71	1.04	4.06	3.90	Significant at .01 level
2.	Girls	100	48.63	6.98				

Table 1.2 shows that t-value between mean scores of between the academic achievement of Boys and Girls of secondary school students is 3.90. The t-value at 98 df in order to be significant at 0.05 & 0.01 level should be 1.96 & 2.58 respectively. Obtained value is greater than this and hence it is significant. This shows that academic achievement of Boys and Girls of secondary school students differs. Calculated mean shows that academic achievement of Girls of secondary school students is greater than that of boys.

Hence hypothesis -II, “There is no significant difference between academic achievement of Boys and Girls of secondary school students” is rejected.

T-RATIO BETWEEN INTELLIGENCE OF BOYS AND GIRLS OF SECONDARY SCHOOL STUDENTS

There is no significant difference between intelligence of Boys and Girls of secondary school students. To verify the hypothesis t-ratio was computed between the mean scores of between intelligence of Boys and Girls of secondary school students.

Table 1.3 - t-Ratio was calculated between intelligence of Boys and Girls of secondary school students

S. No	Group	N	Mean	Sd	SE _D	Mean Diff.	t-ratio	Level of Sig
1.	Boys	100	85.15	5.65	0.82	0.38	1.19	Significant at .01 level
2.	Girls	100	85.53	5.97				

Table 1.3 shows that t-value between mean scores of between the intelligence of Boys and Girls of secondary school students is 1.19. The t-value at 98 df in order to be significant at 0.05 & 0.01 level should be 1.96 & 2.58 respectively. Obtained value is lesser than this and hence it is insignificant. This shows that between intelligence of Boys and Girls of secondary school students did not differ. Calculated mean shows that no significant difference between intelligence of Boys and Girls of secondary school students.

Hence hypothesis -III, “There is no significant difference between intelligence of Boys and Girls of secondary school students” is accepted.

CONCLUSION

The following are the main findings of the present study.

1. There exist a significant relationship between academic achievement and intelligence of students.
2. There is significant difference between academic achievement of Boys and Girls of secondary school students.
3. There is no significant difference between intelligence of boys and girls of secondary school students.

EDUCATIONAL IMPLICATIONS

The most outstanding characteristics of any research is that it contributes something new to the development of the area concerned. Keeping this thing in mind the investigator has to find out the educational implications of his study.

Nowadays the students have individual differences. Students have variations in intelligence capacities, aptitude, interest, achievement etc. Every individual has unique efficiency to deal with their problems. The present study academic achievement of secondary students in relation to intelligence. Shows that intelligence also plays major role in academic achievement. To develop the more interest in the teaching of language, the teacher should adopt new and innovative methods. The students should be encouraged to devote their time to the language. Special emphasis should be laid on the grammatical part of the language. It is the responsibility of the teachers to enhance the knowledge of students about the language. Good and qualified teachers should be employed. Special care should be taken for the growth of language. The student's achievement command, vocabulary efficiency, should be improved spelling and writing skill in language should also be improved.

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