A Study of Intelligence in Relation to Academic Achievement among Secondary School Students of Kamrup District in Assam

DR. SHOKIM UDDIN AHMED
Assistant Professor, Department of Education
F. A. Ahmed College, Garoimari, Kamrup, Assam (India)-781137

ABSTRACT
The research aimed to find out the **i**ntelligence in relation to academic achievement among secondary school students of Kamrup district in Assam. A descriptive survey method was adopted for conducting the paper, by the investigator especially for this purpose. The survey highlights that most empirical studies focus on the multi-stage, purposive and simple random sampling procedures were followed in the present study. The size of samples of 50 secondary school students were selected randomly selected. The tool is intelligence scale by Sarabjit (2004) and Academic Achievement of students in 10^{th} class annual examination. The statistical techniques like Mean, Standard Deviation, T-ratio and Coefficients of correlation were computed. Results indicated that intelligence of secondary schools boys and girls were found comparable. There exists positive relationship between Intelligence and academic achievement of secondary schools students of Kamrup district in Assam. It may, therefore be concluded that secondary school boys and girls have comparable intelligence. This paper was also points to several directions for future research.
Keywords: Intelligence, Academic, Achievement, Secondary, Students, Direction.

INTRODUCTION:

Education cannot be divorced from life and it must satisfy the needs and aspirations of contemporary society. The real challenge of the 21^{st} century is how we tackle poverty, hunger and malnutrition and ensure redistribution of wealth, over which all should have equal accessibility. Education is a lifelong process. It has an important role in the development of child's personality. It is through education that man develops his thinking, reasoning, problem solving, creating, intelligence and aptitude. A balanced development of many dimensions of human personality i.e. physical, intellectual, moral, emotional, aesthetic, social and spiritual is the key to true education. All research studies have established beyond doubt that children who come homes that have been broken by death of parents, divorce, separation, physical or mental handicaps, of parents are often more maladjusted than children from more stable homes. Children in broken homes do not get the affection, love, sympathy and security. They are emotionally disturbed. Homes which are not broken but in which there is constant conflict between parents or other members of the family also provide conditions which affect the security, affection, mental stability and fulfilment of needs of children. Kothari Commission observes, "An economy like ours can neither have the funds to expand higher education on this scale nor the capacity to find suitable employment for the millions of graduates, who would come annually out of the educational system at this level of enrollment."

TERMS USED:

INTELLIGENCE:

Intelligence, term usually referring to a general mental capability to reason, solve problems, think abstractly, learn and understand new material and profit from past experience. Intelligence can be

measured by many different kinds of tasks. Likewise, this ability is expressed in many aspects of a person's life. Intelligence draws on a variety of mental processes, including memory, learning, perception, decision making, thinking and reasoning. This is the greatest paradox, the emotions can't be trusted. Yet it is they, that tell us the 'GREATEST TRUTHS' and 'Knowledge is power' power is type of emotion.' But today the scenario has changed. According to Goleman (1995) emotional intelligence consists of five factors, namely: knowing one's emotions, managing emotions, motivating one, recognizing emotions in others, and handling relationships. Intelligence is to use what you know in the right way at the right time in the right place with the right intension.

ACADEMIC ACHIVEMENT:

Academic achievement is one part of the wider term educational growth, which refers to all round development. Academic achievement therefore refers to the degree or level of success or that of proficiency attained in some specific areas concerning scholastic or academic work. According to Megaree (2000) achievement is a new well students has mastered the subject matter in a course of institution.

SECONDARY EDUCATION:

Secondary education is now being recognized as the comer stone of education systems in the 21st century. Quality secondary education is indispensable is creating a bright future for individuals and nations alike. Secondary Education is a gateway to the opportunities and benefits of economic and social development. The secondary education should be defined as all types of education for pupils beyond the eight year primary stage till they have the school be it high or higher or senior secondary school. Demand for access to higher levels of education growing dramatically as countries approach universal primary education. In today's world, secondary education has a vital mission – one which combines the policy peculiarities of being at the same time terminal and preparatory, compulsory and post-compulsory, uniform and diverse, general, general and vocational.

RELATED LITERATURE:

Review of related literature is an indispensable and important part of research process. It establishes the key foundation for the researcher of his problem of research. Kashyap (1989) investigated some psychological determinants of adolescent problems. She found youth problems were positively related to anxiety, frustration, in security, emotional immaturity etc. and negatively to intelligence. Compett (2000) concluded that the emotional intelligence was positively correlated with responsible risk taking behaviour innovation tendency and institution. Brackett et al. (2004) conducted a study on 330 college students to assess the discriminate, certain and increment validity of an ability measure of emotional intelligent. Emotional Intelligence was found to be highly predictive of academic success and of the life space criteria that assessed an array of self care behaviours, leisure pursuits, academic activities and interpersonal relations.

NEED OF THE STUDY:

Education should be seen "as a context in which young people learn to be reasonable." So that, they can grow up to be reasonable citizens, reasonable companions parents. It should prepare people, to live as inquiring members of an inquiring society. Secondary education is really the nation building education and the maintenance of good quality therein is of tremendous importance. Intelligence plays an important role in the life of a child. It effects the academic achievement of students. Academic achievement plays an important role in the life of a child. High academic achievement in school builds self-esteem and self-confidence which leads to better adjustment with

the group. It is the prime and special responsibility of any other educational institute established by society to promote a whole some scholastic growth and development of a child. The greatness of it depends on equality and quantity of scholars and intellectual robots it produces. Its brilliant academic are deemed to be the most widely used index of its worth and success. Academic achievement of students greatly depends on intelligence, emotional intelligence and spiritual intelligence. The achievement of the students is the outcomes of all these variables. The most important factors affecting academic achievement are intelligence, intelligence. In adolescence period emotional and spiritual intelligence play a vital role on the academic achievement of adolescents. Very little work has been done to analyze the relationship of these with achievement. So the relationship of these two variables is studied for the present study. This study will therefore, prove to be a significant and need in Assam as it will light those factors/variables that have adverse effect on secondary school students. Since this area is unexplored, it will be of practical value with regard to relevance our state colleges students, university students etc. This salient need initiated the investigator to work in this area.

STATEMENT OF THE PROBLEM:

The problem under investigation may be stated as, "A Study of Intelligence in Relation to Academic Achievement among Secondary Students of Kamrup District in Assam".

OBJECTIVES OF THE STUDY:

To examine the following objectives:

1) To find out intelligence of secondary school boys and girls.

2) To find out the relationship between intelligence and academic achievement of secondary school students.

HYPOTHESES OF THE STUDY:

The present study the following hypotheses were formulated:

1) There is no significant difference between the intelligence of secondary school boys and girls.

2) There exists no significant relationship between the intelligence and academic achievement among secondary school students.

DELIMITATIONS OF THE STUDY:

1) The study is conducted on secondary school students only.

2) The study is conducted on 25 boys and 25 girls of students only.

3) The study is delimited with respect to variables of intelligence and academic achievement only.

4) The study is limited to the Kamrup district only.

METHOD AND PROCEDURE:

Method selected should always be appropriate to the problem under investigation. The method is essentially descriptive method and survey type used.

SELECTION OF THE SAMPLE:

Sampling is both advantages and necessary in every research project it is not only difficult but impossible to include the whole population under study. The size of samples of 50 secondary school students were selected randomly selected.

TOOLS USED:

1) Intelligence Scale by Khera, Ahuja and Sarabjit (2004).
2) Academic Achievement of students in 10^{th} class annual examination.

COLLECTION OF DATA:

With all the tests, the researcher visited the secondary schools. The data collection was employed by means of questionnaire and was given to the respondents for the purpose of the study.

STATISTICAL TECHNIQUES EMPLOYED:

Mean, Standard Deviation, T-ratio and Coefficients of correlation were computed.

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

The Manipulation of things, concepts for the purpose of generalizing the extend, collect or verify knowledge, whether that knowledge aids in construction of theory or in the practice in an art. The raw data after scoring the tests as per norms was analyzed using various statistical techniques in order to test the hypotheses and to get meaningful conclusions.

Table No- 1

Comparison of Boys and Girls on the variable of Intelligence

Sr. No.	**Variables**	**Group**	**Mean**	**SD**	**t-ratio**
1	Intelligent	Boys	199.74	19.83	0.693
		Girls	204.36	27.60	

Discussion Based on Table No-1:

As the t-ratio's values is 0.693 i.e less than tables values (1.98 at 0.05 level and 2.61 at 0.01 levels) at both level. So there is no significant difference between the intelligence of secondary school boys and girls students. The result shows no significant difference. The first hypothesis read as, "There is no significant difference between the intelligence of secondary school boys and girls". Therefore, the first hypothesis was retained.

Table No - 2

2x2 Correlations matrix of Variables of Intelligence and Academic Achievement

Sr. No.	Variables	Intelligence	Academic Achievement
1	Intelligence	1.00	0.664
2	Academic Achievement	0.664	1.00

Discussion Based on Table No-2:

By using product moment method of correlation, it was found that correlation between intelligence and academic achievement as 0.664. The analysis of data given in the table interpreted significant

relationship between intelligence and academic achievement because the value of r is more than table values which is 0.159 at 0.05 levels and 0.208 at 0.01levels? As there is positive relationship between intelligence and academic achievement, so we can say higher the intelligence higher is the academic achievement. Thus the second hypothesis states as, "There exists no significant relationship between the intelligence and academic achievement among secondary school students". Therefore, the second hypothesis was rejected.

Major Conclusion:

Intelligence of secondary schools boys and girls was found comparable. There exists positive relationship between intelligence and academic achievement of secondary schools students of Kamrup district in Assam. It may, therefore be concluded that secondary school boys and girls have comparable intelligence. If there is difference in intelligence of secondary schools boys and girls that can be ascribed to chance factor only. Also, the relationship was found positive and significant for adolescent boys and girls separately. In area like Kamrup district, girls and boys are equal in every manner because of modernization of thought awareness among parents and equal opportunities available to them.

EDUCATIONAL IMPLICATIONS OF THE STUDY:

The present study has various educational implications as follows. It will be of great help to understand mental state by the study of intelligence of secondary schools students. Therefore, knowledge of emotional quotient and spiritual quotient develop understanding of the students among teachers, and parents etc. The present study is limited to a small sample taking a large sample can help carrying out further study. Aspiration for academic achievement is going to high day by day by parents as well teachers. There for it is very important to develop this intelligence in students with the help of curricular and co-curricular activities.

BIBLIOGRAPHY

1. Aggarwal, J.C. (2012). Development of Education System in India. Shipra Publications: New Delhi.
2. Biswa & Agrwal. J.C. (1971). Encyclopedia Dictionary and Dictionary of Education. New Delhi: The Academic Publisher.
3. Chauhan, S.S. (1998). Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd.
4. Chawla, D. and Sondhi, N.,(2011). Research Methodology Concepts and Cases. Vikas Publication House Pvt Ltd,Noida-01.
5. Garret, H. E. (1998). Statistics in Psychology, Vikas Publishing House Pvt. Ltd.
6. Khaleque. A and Khan, L. R (2009) Job satisfaction of primary school teacher in relation to intelligence, academic qualification and working conditions of Barpeta district in Assam.
7. Kaur, Sarabjit (2004). The Impact of Life Lessons on Emotional and Spiritual Intelligence of Adolescents. An international Journal of research and Studies, **22**(8).
8. Nark, G.C. (1988-1992). Fifth Survey of Educational Research, NCERT, 453.

Copyright & License:

© Authors retain the copyright of this article. This work is published under the Creative Commons Attribution 4.0 International License (CC BY 4.0), permitting unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.