

Academic Achievement of Urdu Medium Secondary School Students in relation to their Intelligence

Abstract

The present study examines the level of Intelligence (IQ) of Urdu medium secondary school students in relation to gender and their Academic achievement. A sample consist of 100 students of class 10th selected randomly from 10 Govt. Urdu medium Secondary Schools in Rangareddy district of A.P. The study sample responded to a valid and reliable inventory instrument: Intelligence Test: Culture Fair (Scale 2, Form A) by: Cattell & Cattell. Data analysis involved the use of t-test. The results revealed that there is a significant mean difference between the Academic achievement and intelligence of male and female students.



Mohd. Moshahid

Assistant Professor,
Dept. of Education & Training
Maulana Azad National Urdu
University,
Gachibowli, Hyderabad



Md. Afroz Alam

Senior Research Fellow,
Dept. of Education & Training
Maulana Azad National Urdu
University,
Gachibowli, Hyderabad

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Introduction

Our educational system focuses on honing children's cognitive skills from the moment they enter the kindergarten classroom. The most important variable that affects schooling or performance on a job is intelligence. Psychologists have interpreted the term intelligence in different ways and there is no consensus among them on the term even so far. In psychology this term is treated as a construct whose structure is different in different individuals. The vagueness of the term arises due to the fact that intelligence is not a concrete material. It is rather abstraction from the behavior of the individual which is indirectly inferred and elaborated as an adjective. Essentially IQ means the fundamental intelligence that all of us possess with which we carry out our day-to-day work. Human beings possess an innately high level of intelligence compared to most of the lower forms of life. Human intelligence is also holistic or all-round compared to animals.

The major goal of school education at secondary level is attainment of academic excellence by the students. Although there may be other peripheral objectives, emphasis is placed on the achievement of excellence in education. The performance of the students in a class is usually judged by their achievement score in the examinations, which is often considered as their academic achievement. The academic achievement has been treated as the main basis for admission and promotion of student to his/her next class. It has also been taken as a criterion even in selection of the individuals into various vocational and professional courses.

On the other hand intelligence is the ability and capacity to learn and carry out abstract thinking to respond appropriately to a new situation. We understand that intelligence has a great role play in academic activities. The investigations carried out by Kaur (1995) concluded that academic achievement of high intelligent students is significantly better than low intelligence group students. Mishra (1997) found that intelligence showed a significant relationship with achievement for both boys and girls. James et al. (2000) found that intelligence play an important role in educational results. Dandy et al. (2002) concluded that IQ contributed to academic achievements of students. Garacia et al. (2005) found that intellectual ability as an important predictor of academic achievement of students. Gurubasappa (2005) and Manas Ranjan (2005) found that there exists a significant positive high correlation between academic achievement and mental ability. Panda (2005) found that there is little significant relationship between academic achievement and intelligence. Pandey and Faiz (2008) concluded that there is no significant difference between male and female adolescents on the measures of academic performance and intelligence.

In the above context the present study has been undertaken to study the academic achievement of Urdu medium secondary school students in relation to their Intelligence.

Objectives

1. To compare the academic achievement of Urdu medium male and female secondary school students.
2. To compare the intelligence among Urdu medium male and female secondary school students.
3. To compare the academic achievement of High intelligent Urdu medium male and female secondary school students.
4. To compare the academic achievement of low intelligent Urdu medium male and female secondary school students.

Hypothesis

1. There is no significant difference in academic achievement score of Urdu medium male and female secondary school students.
2. There is no significant difference in intelligence score of Urdu medium male and female secondary school students.
3. There is no significant difference in the academic achievement of High intelligent Urdu medium male and female secondary school students.
4. There is no significant difference in the academic achievement of low intelligent Urdu medium male and female secondary school students.

Methodology

Looking at the nature of the study and variables, descriptive survey method was adopted by the investigators.

Population

As per objective of the study, a list of Urdu medium secondary schools of district Rangareddy was obtained from the office of District Education Officer. Out of all the schools only 10 Urdu medium secondary schools were selected through stratified random sampling method for the purpose of enlisting the population of Urdu medium secondary school students.

Sample

The sample comprised 100 students of class Xth selected randomly. Out of which 50 Male and 50 Female were selected for the present study.

Tools of the Study

- Intelligence Test: Culture Fair (Scale 2, Form A) by: Cattell & Cattell.
- Academic Achievement: The percentage of annual examination marks is considered as academic achievement.

Procedure for Collection of Data

For collection of data, the researcher sought the help of Principals and Teachers of the concerned Urdu medium Secondary schools. The students were mentioned and persuaded to give honest and frank responses and were ensured that the data will only be used for research purposes. Test was administered by the investigator himself adhering strictly the instructions given in the manual of the authors of the test.

Scoring of the Test

The scoring of all variables i.e. Intelligence and academic achievement was done strictly according to the guidelines and instructions provided by the author in the manual and keys of respective test.

Statistical Techniques Used in the Study

The scores obtained from test were analyzed statistically. T-test was used for knowing the significance of difference between variables. Mean, Standard Deviation and Degree of Freedom were also used.

Analysis of Data

Table-1

Significance of difference between the mean scores of academic achievement of Urdu medium male and female secondary school student.

Category	No.	Mean	SDs	Df	t-value	Result
Male	50	53.68	6.0	98	2.99	Significant at 0.01 level
Female	50	57.2	5.8			

Table-1 makes it clear that the mean value of the Academic achievement of male and female is 53.68 and 57.2 respectively. The obtained t-value is 2.99, which is statistically significant at 0.01 levels. So, it may be concluded that female students perform well academically than those of male students. Thus the formulated hypothesis is rejected.

Table-2

Significance of difference between the mean scores of Urdu medium male and female secondary school students on the measures of Intelligence.

Category	No.	Mean	SDs	Df	t-value	Result
Male	50	98.80	7.06	98	2.42	Significant at 0.05 level
Female	50	94.66	5.55			

It is revealed from the table no. 2 that there is a significant difference between male and female students on the measure of Intelligence. The obtained t-value 2.42 is significant at 0.05 levels. The mean score of male students is 98.80 and the mean score of female students is 94.66. Therefore, it can be argued that the male students are more intelligent than the female students. So, the null hypothesis is rejected.

Table-3

Significance of difference between the mean scores of High Intelligent male and female Urdu medium secondary school students.

Category	No.	Mean	SDs	Df	t-value	Result
High Intelligent Male	16	58.44	5.68	30	1.57	Significant at 0.01 levels
High Intelligent Female	16	61.25	4.36			

The above mentioned table-3 depicts that the mean score of high intelligent male students is 58.44 while it is 61.25 of high intelligent female students.

The obtained t-value is 1.57, which is statistically significant at 0.01 levels. Thus, it may be inferred that high intelligent female students perform better than the high intelligent male students. Thus, the null hypothesis is rejected.

Table-4
Significance of difference between the mean scores of low intelligent male and female Urdu medium secondary school students.

Category	No.	Mean	SDs	Df	t-value	Result
Male	16	51.06	4.44	30	2.29	Significant at 0.05 level
Female	16	54.81	4.74			

It is confirmed from the table-4 that the t-value 2.29 is statistically significant at 0.05 levels. The mean score of low intelligent male and low intelligent female students are 51.06 and 54.81 respectively. So, there is a significant difference between the low intelligent male students and low intelligent female students on the measures of academic achievement. Thus, the null hypothesis is rejected.

Major Findings

- Academic achievement of Urdu medium secondary school male students is (53.68) and female students is found to be (57.2), which shows that female students perform well academically than those of male students.
- The present study reveals that the intelligence (IQ) of Urdu medium secondary school male students is (98.80) and female students having (94.66) which shows that the male students are more intelligent than the female students.
- There is a significant mean difference between the Academic achievement of high intelligent male and female Urdu medium secondary school students. So it may be concluded that the male students are more intelligent than the female students.
- There is a significant mean difference between the Academic achievement of male and female Urdu medium secondary school students having low level of IQ.

Conclusion

For an all-round enriched achievement of an individual student a fine convergence of intelligence is required. A holistic growth cannot be achieved in absence of intelligence. Outstanding performers have high intelligence. This makes them alive, dynamic, sociable and innovative.

Educational Implications

In the educational process, the intelligence of student is very important and for a balanced intelligence proper organization of emotions is needed. To ensure intellectual development, the proper care, love, affection and good study habits are also required. They are helping the students to improve overall performance.

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