

Comparative Study of Socio-Economic Status and Intelligence of Low Achievers of Secondary Class Arts Student of Bikaner District



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Abstract

In the modern society, life has become full of competitions. Students have to face great competition on various fields of life. Since unemployment problem is spread all over the country. Each and every student of our country need a very good academic carrier to get a suitable job which suits him. So emphasized should be given to the high academic achievement. Achievement is highly related to term education . Therefore we have to evaluate our children now and then.

Children are like the soft clay and teachers are the pot makers. Only teachers can mould the children in different and desired shape according to their mental and physical abilities and potentialities.

Without guidance children are like a very fertile but uncultivated land. With the help of education, teachers saws the cultural values in the land (children) In this way he moulds the children as good and civilized citizen Of the nation and civilized citizen are the mirror of any nation's prosperity.

For good academic achievements proper emphasis must be given to an individual's abilities and potentialities, but in the present education system student has been neglected. The traditional way teacher came into class room and teacher go back. It is not important to know how much a student learned any thing or not?

There are many individual difference e.g. individual difference with respect to physical abilities. Mental abilities and personality traits. Socio-economic status is also very important factor which plays a significant role in academic achievement. Unfortunately this factor is being ignored by the educationists.

Keywords: Academic Achievement, Socio-Economic Status (Rural & Urban), Intelligency, Attitude, Study Motivation, Learning Ability, Aspiration

Introduction

The strength of a nation depends upon its citizens as is said that not gold, but men, make the country strong. Kothari commission also stresses, "education should be developed so as to increase productivity, achieve social and national integration, accelerate the process of modernization and cultivate social, moral and spiritual values. "Thus there is a great need of such persons who has the drive to push for –ward the society and to achieve. Academic achievement which is directly related with one's need for achievement and the I.Q It is desirable that right attitudes are developed in youth and they should have need for Achievement as well as be aware with their Intelligence Quotient.

Review of Literature

Studies Showing Relationship Between Intelligence And Achievement: V.Saran 2017 A study of personality traits of Nursery school children against the back ground of their home environment.

D.A. Mathur 2016, the major objectives of the study were:

1. To evaluate the relative merits of the Rorschach test as a diagnostic measure for certain selected personality variables for the usage period (2012-14) the bureau of psychology.
2. To assess the concurrent validity of the Rorschach diagnostic indicators for certain selected variables by correlating them with another projective measure of personality and certain objective measures.

3. V saran, PhD Edu Agra U.P. 2017
4. D AMathur, A study of Rorschach Dignostic indicators of intelligence. Anxitey, Self image and level of aspiration, D Phill, Psy All. 2016
5. The CCFT did not prove its culture fairness claim for it by cattel.
6. There existed no significant interaction between SES and sub-culture groups, subculture and caste groups and sub culture.

Studies showing relationship between achievement and academic achievement:

P.S. Chatterji-2015

The Objective of the study were

1. To compare the personality, Intelligent and achievement motivation of student studying in different academic group at the +2 stage.
2. To find out the academic group differences among low scorer in each of these three variables, and
3. To find out the academic group differences among low scorer in each of these three variables, and
4. To compare the personality, intelligences achievement motivation of successful and unsuccessful students in different academic groups at the +2 stage.

P.S Chatterji A comparative study of personality, Intelligence and achievement motivation of students in different academic groups, PhdEdu, Pat 2015.

R.C. Puttabuddi

The hypoheses formed for the study were:-

1. The subject of urban and rural areas did not differ significantly in the general intelligence dimension.
2. The subject of different SES level did not differ significantly on the general intelligence level.
3. The subject of different caste groups did not differ significantly on general intelligence dimension.
4. There exists no significant interaction both SES and sub culture groups between SES and caste groups.
5. These exists no significant difference in the performance of various groups of subjects on the cattel culture fair test of intelligence.

The Major Findings are

The Subjects of different sub-cluture groups and to determine the association between different socio economic status groups and various caste groups differed significantly in the general intelligence dimension.

R.C. Puttabuddi A comparative study of general intelligence of 9th and 10th grade student of karna taka as measured by Cattell's culture fair test of intelligence scale-3 in relation to their sub-culture PhdEdu, Guj-2015

Studies Showing Relationship between Achievement & Soc Io- Eco No Mic Status

K.Sharma, The main aim of this study was to find out the impact of socio-economic status and caste on the development of intelligence several hypoheses were examined.

The major conclusions were:

1. No significant SES gp difference was found in numerical reasoning ability and non verbal ability.

2. Significant caste gp difference was found in numerical reasoning ability and non verbal ability. Upper caste subjects possessed more numerical ability and non verbal ability than lower was found.
3. No significant difference was found between Science & arts student, with respect to verbal ability.
4. A significant difference was found between science & arts students in GIT numerical ability and non-verbal ability.

K.Sharma, some socio-economic characteristics and intellectual abilities of high school students PHD psyMag.U 2014

Need and Importance of Study

Education is the most important need of today. Education is an important source to preserve and transfer the nation's culture and heritage. All round development of any country depends on education. Without evaluation we can't fulfill the purpose of education. Socio-economic status is also very important factor which plays a significant role in academic achievement. Unfortunately this factor is being ignored by the educationists.

The investigator has been interested to know whose factor affected the lower achiever student. What relationship in these factors? How teacher helped lower achiever students? How society helped lower achiever students? She wants to know that socio economic status affected the lower achiever students; I.Q affected the lower achievers or both socio-economic statuses.

Problem

A comparative study of Socio-economic status and Intelligence of low achievers of Secondary class arts students of Bikaner District.

Explanations of Terminology Involved

It seems relevant and useful to give interpretation of terms which have been used frequently in the present study.

Relationship

It is a number that indicates the strength of tendency of two or A number of correlations have been calculated to give relationship among various factors.

Achievements

In this study achievement means academic achievement. This has been studied with respect to arts students. The investigator has obtained the results of the public examination conducted by the Board of secondary Education, Rajasthan, and Ajmer. Thus the marks obtained by arts students in secondary school examination give the achievement.

Intelligence

Here intelligence is on variable used in this study. Intelligence is the composite or organization of ability to learn, to grasp. Broad and subtle facts, specially abstract facts with alertness and accuracy to exercise mortalcontrc and to displayflexibility of and ingenuity in seeking the solution of the problem.

The investigator is considering in intelligence a combined measure of several capacities of pupil including verbal and nonverbal measures.

Socio-Economic Status

The term socio-economic status, mean any group of person coming closer each other on the continuum of occupation Education, Income, Caste and culture.

Aims of the Study

The overall objective of this investigation is to find out the relationship among achievement, socio-economic status and intelligence of low achiever secondary class arts students of Bikaner district.

Sample

As far as possible the investigator has been judicious to have a random sample for the present study the sample was drawn from, four urban senior higher secondary schools and four rural senior higher secondary schools of Bikaner District.

Procedure Used

The investigator in studying relationship amongst intelligence, achievement and socio economic status of arts student.

Dr. Prayagmetha's intelligence test has been used to assess the relationship between achievement and intelligence the socio economic status. All this could be possible when the investigator followed the normative survey method. She has also statistically found the procedure and calculated a number of correlations.

Summary of Findings

1. Rural middle socio-economic status Boys IQ is lower than rural middle socio-economic status girls IQ.
2. Rural lower achievers girl's IQ is more effected with middle socio-economic status than rural lower achievers Boys.
3. Upper middle socio economic status of girls I.Q is higher than middle socio-economic status of girls I.Q
4. The mean value is indicated that average IQ's Boys & girls socio-economic status is same.
5. The mean value indicated that above average Intelligence of rural lower achiever Boy's socio-economic status is lower than above average Intelligence of rural lower achiever girl's socio-economic status.
6. Urban lower achiever girl's IO is more effected with lower socio-economic status comparative to the urban lower achiever Boys.
7. Urban Lower achiever student's IQ is Partially effected with high socio-economic status (HSES) comparatively girls lower achiever's IQ.

Analysis

1. The I.Q. Of rural lower socio economic boy is more than girls because their Socio economic status affected their life.
2. The I.Q. of rural middle socio economic boys is lower than girls because they have many difficulties in their life the girl have many facilities

at home.

3. The I.Q. of rural higher socio economic boys is higher than girls they have many facilities by their parents.
4. The I.Q. of urban lower socio economic boys is higher than girls because they effected by the socio and economic condition of home in their society.
5. The I.Q. of urban middle socio economic boys is higher than girls because they have more facilities than girls in their families.
6. The I.Q. of urban higher socio economic boy is equal to girls because there families give full facilities and opportunity to develop their skills.
7. The I.Q. of rural lower socio economic girls is lower than the I.Q. of urban lower socio economic girls.
8. The I.Q. of rural higher socio economic girls is lower than urban higher. Socio economic girls because their I.Q. is effected by the socio economic. Status of their families.
9. The I.Q. of rural middle socio economic girls is lower than urban middle Socio economic girls.
10. The I.Q. of rural low achiever boy and girls is lower than the I.Q. of urban low achiever boys and girls.

Suggestions and Further Research

The present study being a preliminary piece of investigation as provided valid facts regarding A comparative study of Academic lower achiever arts students in other district and other subjects.

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