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**THE RELATION BETWEEN INTELLECTUAL ABILITY AND EDUCATIONAL
ACHIEVEMENT OF THE STUDENT**

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ABSTRACT

For the present study data was collected with a view to investigate intellectual ability and educational achievement of the students and to do so the readymade intelligent test constructed by Dr. K. G. Desai was used as a tool by the research. 296 students were selected as a sample for the present study. The analysis and interpretation of data was done by using F-test. The given present conclusions were drawn from the study (1) the mark difference between intellectual ability and educational achievement is being found. (2) No significant difference is being found on the intellectual level of the students in context with sex, area and types of schools.

1.0 Introduction

The human being is unique creation by almighty the humans are endowed with feelings with heart, language with happiness and intellect with brain our mind is able to think-which is considered to be the intellectual process.

We cannot measure intellect on the basis of physical appearance of the person. Therefore the measurement of intellect must be based on scientific level. Today it has become inevitable to measure intellect at educational as well as social level each and every country is having a need of genius people and this can be possible only when the students are given proper guidance according to their intellectual ability through intellectual measurement. Thus present study was the intellectual ability of the students really effect on their educational achievement.

2.0 The Objectives of the Study

The following objectives were formed for the present study.

1. To investigate the intellectual ability of the students studying in secondary school.
2. To get score of educational achievement of secondary school students.
3. To investigate the relation between intellectual ability and educational achievement of the secondary school students with reference to their sex.
4. To investigate the relation between intellectual ability and educational achievement with reference to school types.
5. To investigate the relation between intellectual ability and educational achievement of rural well as urban students of secondary school with reference to the area.

3.0 Hypotheses of the Study

The following hypotheses were constructed for the present study:

1. There will be no significant difference between the mean score of the group of student's high, middle and low



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intellect in the educational achievements.

2. There will be no significant difference between the mean score of educational achievement of boy and girl students of high, middle and low intellect with reference to their sex.
3. There will be no significant different in the mean score of educational achievement of the group of students of high, middle and low intellect with reference to the urban or village area.
4. There will be no significant difference in the mean score of educational achievement of the group of students of high, middle and low intellect in relation to the types of school like government, granted and self-financed.

4.0 Variables of the Study

The following variables were involved for the present research work

Independent Variable: Intellectual level: (1) Three standard (2) High middle low.

Intervening Variable: Sex level (1) Boy and (2) Girls, Related to Area: (1) Urban and (2) Government, (3) Granted and (4) Self-finance

Dependent Variable: Educational achievement



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Controlled variable: Standard 9th

5.0 Operational Definitions of the term

1. Intellectual Ability: To get information of acquired scored based on Dr. K. G. Desk's verbal and nonverbal group intelligent test.
2. Educational Achievement: The acquired score by the students of standard the in annual exam was considered as educational achievement by the researcher.

6.0 Research Method



Survey Method was used by the research for the present study.

7.0 Tool

The verbal and nonverbal intelligent test constructed by Dr. K. G. Desai was used as a tool by the researcher. Where in 88 statements are given out of these 88 statements, 8 statements are for practice whereas answer of 80 statements were given by the students. 40 minutes were given to the students for test.

The measurement of educational achievement was done on the basis of the annual result of the students. Thus the annual result sheet of the students was considered to be the second tool for collecting the data of the students.

8.0 Scope and Delimitations of the Study:

The present study was conducted with a view to investigate the relation between educational achievement and intellectual level of the students. It was conducted on the secondary school students studying during the year 2014-15 Ahmedabad City. The group was taken from secondary school students studying in standard 9th of Gujarati medium schools. Where in Government, Granted and Self-financed school were included.

9.0 Sampling

In a present research work sampling was taken out of huge population. For that secondary schools' list was prepared according to their types both boy and girl students were selected as a sample from granted, Government and self-financed schools. To represent the population six secondary schools were stratified and randomized from which sample was selected. Total 296 students were selected as a sample from which 120 were boy students and 176 were girl students were selected as a sample.

10.0 Analysis and interpretation of Data:

Correlation technique using F-test was implemented to make analysis and interpretation of data keeping in mind the objective and hypotheses of the present study.

Table-1

The Significant Difference of Mean Score on the Educational Achievement of the Students in relation to their intellectual ability

Intellectual ability	Number of Students	Mean	S.D.	F-value
Boys	120	68.23	8.775	137.008
Girls	176	68.23	8.775	137.008

Significant at 0.01 levels



There will be no significant difference between the mean score of the group of students of high middle and low intellect in their educational achievements is rejected.

Table-2

The Significant Difference of Mean Score of intellectual Ability Score with in reference to Sex

Intellectual ability	Number of Students	Mean	S.D.	F-value
Boys	120	66.54	9.304	30.972
Girls	176	69.38	8.225	144.138

Significant at 0.01 level

There will be no significant difference between the mean score of educational achievement of boy and girl student's high, middle and low intellect with reference to their sex is rejected.

Table-3

The Significant Difference of Mean Score of Intellectual Ability Score on the basis of Area

Intellectual ability	Number of Students	Mean	S.D.	F-value
Rural	134	64.34	9.338	115.482
Urban	162	71.45	6.724	113.610

Significant at 0.01 level

There will be no significant difference in the mean score of educational achievement of the group of students of high, middle and low intellect with reference to urban or village area is rejected.

Table-4

The Significant Difference in the mean score of intellectual ability score with reference to school types

Intellectual ability	Number of Students	Mean	S.D.	F-value
Government	104	66.82	8.424	31.589
Granted	107	69.58	8.758	63.391
Self-financed	85	68.25	9.045	58.042

Significant at 0.01 level

There will be no significant difference in the mean score of educational achievement of the group of students of high, middle and low intellect with reference to the types of school like Government, Granted and Self-financed is rejected.



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11.0 Findings

The following findings were drawn from the present study

1. The students having highly intellect possessed high educational achievement whereas students having middle intellect possess normal educational achievement and students where intellectual level was low possessed low educational achievements. Thus intellectual ability really effects the educational achievement of the students.
2. The sex of the students does not totally effect on intellectual ability as well as educational achievement. Thus the mean score of boy and girl students are not different.
3. The area also does not affect the intellectual ability as well as educational achievement of the students. There is a mark resemblance in the mean score of both rural and urban areas' students.
4. No single effect is being found in the intellectual level and educational achievement of the students with reference to school types like Government, Granted or Self-financed.

12.0 Educational implications

The following education implications were drawn on the bias of this researched study.

1. To offer proper guidance regarding syllabus by making visit to the students having high intellect and educational achievement.
2. The students who possessed low intellect and low educational achievement should be visited. The purpose of which is to know the reason of their lower achievement for such students different programmers can be arranged to remove their problems of low achievement.
3. The students should be given proper guidance of examination and syllabus of the study by the teacher.
4. To improve educational achievement and intellectual ability the experts should be called upon by the principal of the school. The discussions can be made and proper guidance should be given.

References

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