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Research Paper

A study of the Educational Achievement of higher secondary school students in relation their intelligence and Achievement

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Abstract

Education can help in creating future of our country. We have to face many problems such as poverty, un employment, and lack of development. Drop out ratio of students in schools is also a confusing problem in the field of education. Achievement motivation can build a bridge to bring social changes and creation of Indian society. The concept of achievement motivation was derived by Prof. McClelland of Harvard University. He had concentrated deeply on the secret of human success and conducted researches. Psychology is science of behaviour of man and animals. Man is social animal. He possesses superior intelligence to other animals. Beside this he has the power of abstract thinking there for he can think over the work and then do it. Every individual has a unique power of learning as well as understanding, which is regarded as intelligence. The quantity of intelligence is not same in every person more or less within different individuals.

The present study aims at findings out the Educational Achievement of higher secondary school student in Relation to their intelligence and Achievement Motivation of Ahmedabad city. Educational Achievement and Achievement motivation test tool self developed and verbal- Non verbal Intelligence test preparedly Dr.K.G.Desai tool was administered on a cluster sample of 200 higher secondary school students in Ahmedabad city. This study clearly indicate 1] The girls mean scores is higher then the mean scores of achieved by boys,2] The Rural area were found to have higher educational achievement than students of urban area which shows that area of student is affecting variable to Educational Achievement.

1. Introduction

Education is only a factor all over the world, which can construct or change the whole society. The age of innovative thinking and experiments has begun in the field of education. Innovative concepts like programmed learning and achievement motivation have entered in

education field. Among them the concept of achievement motivation has drawn attention in the present time. It is mentioned that future of India is being built in her classroom. Only Education can help in creating future of our country.

Every school student is always ambitious to become a great person by achieving higher achievement in all his subjects but is never possible to achieve this for all the students studying in schools. In spite of best efforts by teachers for expected changes in behaviours of students, not all the students are found able to get targeted achievement. The higher achievement, the higher ability of obtaining marks in a student. Many factors affect the educational achievement, of student. Among them, intelligence level and achievement, motivation play a greater role. Therefore, the researcher has undertaken a study of the educational achievement of higher secondary school students in relation to their intelligence and achievement Motivation.

2 Statement of the problem

A Study of the Educational Achievement of Higher Secondary School Student in Relation to their Intelligence and Achievement Motivation

3 Objective of the study

Main objectives of the study are as follows:

1. To study of educational achievement in context to Gender of higher secondary school students.
2. To study of educational achievement in context to Area of higher secondary school students.
3. To study of educational achievement in context to level of intelligence quotient of higher Secondary school student.
4. To study of educational achievement in context to level of Achievement motivation of higher Secondary school student.

4 Hypothesis of the study

Main hypothesis of the study are as follows:

1. There will be no significant difference between the mean scores of educational achievement test of Boys and girls.

2. There will be no significant difference between the mean scores of educational achievement test of Urban and rural area students.
3. There will be no significant difference between the mean scores of educational achievement test of Students having high and low Intelligence.
4. There will be no significant difference between the mean scores of educational achievement test of Students having high and low Achievement Motivation.

5 Limitation of the study

1. This study is restricted to secondary school students of Ahmedabad city.
2. This is done on Gujarati medium school students.

6 Method of Research

In the present study, survey method was used because it is proper and feasible too

7 Variable of The Study

Type of variable	Variable	Category	
Independent	Gender	Boys	Girls
Independent	Area	Urban	Rural
Independent	Intelligence	High	Low
Independent	Achievement motivation	High	Low
Dependent	Educational Achievement	-	
Control	Ahmedabad city, Gujarati medium	-	

8 Sample

In the present study the researcher has selected higher secondary school of Gujarati medium for the selected through stratified random sampling method and the students from those selected schools were selected using cluster sampling method. There were 200 student in total of 8school of Ahmedabad city as a sample.

9 Tool

The following tools were used for collecting the data.

1. Researcher self prepared and standardize Education achievement test used for this study.
2. Verbal - Non verbal intelligence test prepared by Dr.K.G.Desai used for this study.
3. Achievement Motivation test preparedly by researcher were used for this study.

4. Data Analysis and Interpretation

Table No: 1

Analysis of Educational Achievement test according to Gender

Gender	N	Mean	S.D	S.Ed	Mean Difference	t -value	Significance level
Boys	100	91.58	35.07	1.31	2.62	2.00	0.05
Girls	100	94.20	28.68				

As shown in table-1, mean of scores achieved on education achievement test boy is 91.58 and girls is 94.20; standard deviation is 35.07 and 28.68; standard error of mean difference 1.31 and t-value is 2.00 so, it can be said that calculated t-value is greater than table value 1.96 at 0.05 level. So null hypothesis **There will be no significant difference between the mean score of educational achievements test of boys and girls is rejected at 0.05 level.**

Thus, it can be said that significant difference found between of boys and girls hence, by score is higher than the mean of scores of achieved by boys thus, girls were found to have higher educational achievement than boys which shows that gander of students is affecting variable to educational achievement.

Table No:2

Analysis of Educational Achievement test according to area

Gender	N	Mean	S.D	S.Ed	Mean Difference	t -value	Significance level
Boys	100	91.30	28.57	1.18	2.43	2.05	0.05

Girls	100	93.73	28.92				
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As shown in table-2, mean of scores achieved on education achievement test of urban area student is 91.30 and rural area is 93.73; standard deviation is 28.57 and 28.92; standard error of mean difference 1.18 and t-value is 2.05 so, it can be said that calculated t-value is greater than table value 1.96 at 0.05 level. So null hypothesis **there will be no significant difference between the mean score of educational achievements test of urban and rural area student is rejected at 0.05 levels.**

Thus, it can be said that significant difference found between of urban and rural area. hence, by comparing mean scores student of rural area mean score is higher than the mean of scores of achieved by urban area students thus student of rural area were found to have higher educational achievement than students of urban area which shows that area of students is affecting variable to educational achievement.

Table No: 3

Analysis of Educational Achievement test according to intelligence level

Gender	N	Mean	S.D	S.Ed	Mean Difference	t -value	Significance level
High	100	99.93	27.35	3.14	9.04	2.88	0.01
Low	100	90.88	28.41				

As shown in table-3, mean of scores achieved on education achievement test by student having high IQ is 99.93 and student having low IQ is 90.88; standard deviation is 27.35 and 28.41; standard error of mean difference 3.14 and t-value is 2.88 so, it can be said that calculated t-value is greater than table value 2.58 at 0.01 levels, So null hypothesis. **There will be no significant difference between the mean score of educational achievements test of student having high and low intelligence is rejected at 0.01 levels.**

Thus, it can be said that significant difference found between of students high IQ and low IQ. Hence, by comparing mean scores, student having high IQ mean score is higher than the mean score achieved by the low IQ students thus, student having high IQ were found to have higher in educational achievement than students having low IQ which show that level of intelligence quotient is affecting variable to educational achievement.

Table No:4

Analysis of Educational Achievement test according to achievement motivation

Gender	N	Mean	S.D	S.Ed	Mean Difference	t -value	Significance level
High	100	97.94	26.45	2.80	7.60	2.71	0.01
Low	100	90.34	26.75				

As shown in table-4, mean of scores achieved on education achievement test by student having high achievement is 97.94 and student having low achievement is 90.34; standard deviation is 26.45 and 26.75; standard error of mean difference 2.80 and t-value is 2.71 so, it can be said that calculated t-value is greater than table value 2.58 at 0.01 level. So null hypothesis **There will be no significant difference between the mean score of educational achievements test of student having high and low achievement motivation is rejected at 0.01 level.**

Thus, it can be said that significant difference found between of students high achievement motivation and low achievement motivation. Hence, by comparing mean scores, student having high achievement motivation mean score is higher than the mean score achieved by the low achievement motivation students thus, student having high achievement motivation were found to have higher in educational achievement than students having low achievement motivation which show that level of achievement motivation is affecting variable to educational achievement.

11. Findings.

1. Girls were found to have higher education achievement than boys. Thus, gender of student is affecting variable to educational achievement.
2. Student of rural area were found to have higher educational achievement than students of urban area. Thus, area of student is affecting variable to educational achievement.
3. Students having high IQ were found to have higher in educational achievement than student having low IQ. So, level of Intelligence Quotient is affecting variable to educational achievement.

4. Students having high achievement motivation were found to have higher in educational achievement than students having low achievement motivation which shows that level of achievement motivation is affecting variable to educational achievement.

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