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A Study on Intelligence of the Higher Secondary Students of Salt Brook Academy, Dibrugarh, Assam

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Abstract

Intelligence is an innate ability of the human being that enables them to do the works objectively, think positively, and handle different problems of life adequately. One of the most important issues of education is to ensure that each child is able to make use of most of the abilities.

Intelligence has been recognized as an inherent quality, with unified and stable characteristics, distributed unequally among individuals. It may be explained as the capability for knowledge and understanding especially as applied to the handling of new situations, the power of meeting a novel situation successfully by adjusting behaviour to the total situation. One of the most important issues of education is to ensure that each child is able to make use of most of the abilities. Intelligence is an innate ability of the human being that enables them to do the works objectively, think positively, and handle different problems of life adequately.

Intelligence of the individual is directly related to his mental mechanism. The process of that mental mechanism is the best mode to increase the scholastic achievement of the person. Students at higher secondary stage are in a most significant level of formal educational ladder and their achievement in scholastic and non-scholastic endeavors of life largely depends upon their intellectual abilities. Therefore, study on intelligence of the students at higher secondary level of education is vital with a view to deriving maximum benefits from its findings for improved instructional objectives and strategies, curriculum development, effective teachers and better achievement. Findings of the present study are not too much impressive as the respondents were not able to score more on the intelligence scale.

Key Words: Intelligence, Higher Secondary Students.

1.0 Introduction

The Oxford dictionary meaning of intelligence is quicken of understanding. This is an inborn ability of the individual which enables him to see everything at the right place. It is such a combination of psycho-physical patterns which enable the individual to achieve his goal. Intelligence is an innate ability of the human being that enables them to do the works objectively, think positively, and handle different problems of life adequately. Intelligence has been recognized as an inherent quality, with unified and stable characteristics, distributed unequally among individuals. It may be explained as the capability for knowledge and understanding especially as applied to the handling of new situations, the power of meeting a novel situation successfully by adjusting behaviour to the total situation. One of the most important issues of education is to ensure that each child is able to make use of most of the abilities. Intelligence is an

innate ability of the human being that enables them to do the works objectively, think positively, and handle different problems of life adequately.

Intelligence has been recognized as an inherent quality, with unified and stable characteristics, distributed unequally among individuals. It may be explained as the capability for knowledge and understanding especially as applied to the handling of new situations, the power of meeting a novel situation successfully by adjusting behaviour to the total situation. Intelligence can be defined as an ability to learn an extensive range of intellectual skills and utilize these in practical. Intelligence also provides guidance and route to the human potentialities for achieving the goal. In case of students, intelligence is the ability to learn and succeed in school education. Therefore, there is an argument to believe that more intelligent pupils could learn more quickly, retain for longer period of time, perform better in all academic affairs and so could obtain high positions in their classes compared to the less intelligent pupils.

2.0 Significance of the study

Secondary education has a significant place in the life of every student. The objectives of secondary education are so framed that it may suit the needs of the students and fulfill the expectations with which they are sent to receive the secondary education. But with the changes and demands of the society, various changes are being made in the globe of secondary education. In the recent years, many changes are being witnessed in the organization, curriculum, teaching-learning techniques, facilities, evaluation, etc. in the secondary education in the context of Assam. To maintain and upgrade its status, it is pertinent to know how far the changes adopted have been a success. Intelligent students are assets of a society as they can change the environment of the society. It is equally applicable in secondary level of education also. Intelligent students with their creativity, talent, imaginative and inventive power can enhance the qualitative and quantitative development of secondary level of education. This can be evaluated by seeking systematic and up-to-date information on the students under this system because with every change students are to face new challenges. Out of a large number of factors affecting scholastic achievement, intelligence is considered as the most important factor for higher chances of success. Intelligence of the individual is directly related to his mental mechanism. The process of that mental mechanism is the best mode to increase the scholastic achievement of the person. Students at higher secondary stage are in a most significant level of formal educational ladder and their achievement in scholastic and non-scholastic endeavors of life largely depends upon their intellectual abilities. Therefore, study on intelligence of the students at higher secondary level of education is vital with a view to deriving maximum benefits from its findings for improved instructional objectives and strategies, curriculum development, effective teachers and better achievement.

In spite of being affected by various variables, it becomes important for a student to maintain his/her achievement level in academics, as it is the base on which the pillars of a bright future are built. Intelligence can be defined as an ability to learn a widespread range of intellectual skills and utilize these in practical. Intelligence also provides direction and route to the human potentialities for achieving the goal. In case of students, intelligence is the ability to learn, acquire and succeed in education. Therefore, there is a rationale to believe that more intelligent pupils could learn more rapidly, preserve for longer period of time, achieve better in all academic affairs and so could attain high rank in their classes compared to the less intelligent pupils. Therefore it is very important on the part of the students to understand their level of intelligence. Well, in the same context it must also be mentioned that the students should be helped to develop an inner motivation

to use intellectual abilities properly, do better in academics and strive to achieve high. The study on level of intelligence will help the students to check themselves on all aspects which may foster or hinder their use of intellectual abilities.

The study on intelligence of the higher secondary second year students is important because on the basis of its findings they can work on improving themselves for a year and prepare for the higher secondary final examination, accordingly. In this process of checking, re-checking and improving one's intellectual and academic field and aspects related to it, the students can develop an insight about themselves, as to what their potentials, weaknesses, attitudes and interests, hard-working strategies are. Thus, in accordance to that insight, they can plan for the educational programmes that they should take at the next level, field of higher education that they should pursue and career options that go with it.

Again, students of higher secondary second year are in the very period of stress and strain i.e. adolescence. They are already familiar to different factors that affect their emotionality, generally negatively, like stress, anxiety, mood, etc. this generally result in poor performance in every pursuit that they undertake. It, anyway, becomes essential to minimize the factors which hinder their use of intellectual ability and help them to cope with the various physio-psychological changes so that they can be well guided in this crucial phase of their life.

Finally, Education is the most important ingredient for social, economic and political transformation. A well educated population, equipped with the pertinent knowledge, attitudes and skills is essential for political, economic and social development in the twenty-first century. Education is the most powerful instrument for socio-economic mobility and a key tool for building an equitable and justice based society. Education provides skills and competencies for economic well-being and high standard of living. Education makes democracy stronger and successful by imparting to citizens the knowledge needed to fully participate in the governance process. Education also acts as an instrument in the society, imparting values that foster social cohesion and national identity.

Recognising the significance of education in national development, the current five year plan i.e. Twelfth Five Year Plan, 2012–2017 places a unique focus on the expansion of education, on significantly improving the quality of education imparted and on ensuring that educational opportunities are available to all sections of the society. The four main priorities for education policy have been access, equity, quality and governance. The Twelfth Plan also prioritises these four areas, with the greatest emphasis on improving learning outcomes at all levels. But the learning outcome at all levels of education depends on academic achievement of the student's upto a large extent. In this context, it has been noticed that Low level of achievement and school failure is a problem of immense importance of almost all the countries of the world and it is a pest to the educational system. But why does a student achieve low or fail? Does he achieve low or fail due to his low intelligence level? A close look at the problems of failure reveals many questions, the answers to which are not yet clear. Thus, implication of such a study can in no way be overlooked. Apart from the theoretical implication, the investigation of this nature seems to have practical significance. The study of this kind would therefore, definitely help the parents, teachers, educationists, psychologists or sociologists in creating a pleasant environment which may contribute to the academic achievement of the student. It would also be supportive to such persons as are working on educational guidance and counseling. This speaks a lot about the necessitate of taking

up the present investigation. Hope, this findings will equip the students with the best facilities to utilize their talent, creativity and intelligence in order to attain excellence in academic endeavors.

Considering the above facts, a small attempt has been made to see the level of intelligence of the higher secondary students of salt brook academy, Dibrugarh, Assam.

3.0 Title of the Study

The title of the present study is “**A Study on Intelligence of The Higher Secondary Students of Salt Brook Academy, Dibrugarh, Assam**”.

4.0 Objectives of the Study

The objectives of the study are-

- 4.1** To study the level of intelligence of the higher secondary students of Salt Brook Academy, Dibrugarh.
- 4.2** To compare the arts and commerce higher secondary students of Salt Brook Academy, Dibrugarh as far as their intelligence is concerned.

5.0 Research Questions and Hypothesis of the study

- 5.1** What is the level of intelligence of the higher secondary students of Salt Brook Academy, Dibrugarh?
- 5.2** There is no significance difference between arts and commerce higher secondary students of Salt Brook Academy; Dibrugarh as far as their intelligence is concerned.

6.0 Definitions of key terms used

6.1. Intelligence

Intelligence is an inner and inborn quality of human being that enables an individual to handle a situation smoothly or accomplish any task quickly. It is the major dimension of individual differences.

In the present study, intelligence is interpreted as the score obtained in the ‘Test of ‘g’: Culture Fair Scale 3, Form A’, prepared by R.B. Cattell and A.K.S. Cattell and Indian Adaptation by Kapoor, Rao and Singh which is based on the above mentioned definition. High score on the scale denotes high intelligence of the respondents.

6.2. Higher Secondary students

Higher Secondary students refer to the students pursuing higher secondary courses in arts, science or commerce stream in different institutions of secondary education. In the present study, higher Secondary students refer to the students pursuing higher secondary second year courses in the year 2013 in Arts and commerce streams in Salt Brook Academy of Dibrugarh District of Assam.

7.0 Methodology

7.1 Population

Population of the present study comprised of all the higher secondary students pursuing higher secondary second year courses in the year 2013 in Arts and commerce streams in Salt Brook Academy of Dibrugarh District of Assam.

7.2 Sample

Sample of the study includes 100 higher secondary students pursuing higher secondary second year courses in the year 2013 in Arts and commerce streams in Salt Brook Academy of Dibrugarh District of Assam. Incidental sampling technique was used in the study.

7.3 Tool of Data Collection

In order to collect data for the present study, the 'Test of "g": Culture Fair Scale 3, Form A', prepared by R.B. Cattell and A.K.S. Cattell and Indian Adaptation by Kapoor, Rao and Singh was used by the researcher.

7.4 Collection of Data

After getting prior permission from principal of the institution, tool of data collection was administered on the sample.

7.5 Statistical technique used

Descriptive statistics like Mean, Standard Deviation, Skewness and Kurtosis were used to study the levels of intelligence. t- test was used to study the differences between arts and commerce higher secondary students as far as their intelligence is concerned.

8.0 Findings of the study

8.1 Levels of Intelligence

Different measures of intelligence of the higher secondary students of Salt Brook Academy, Dibrugarh is shown below –

Table-1
Levels of intelligence of the secondary teachers

Variable	Mean	Standard Deviation	Skewness	Kurtosis
Intelligence	18.95	4.58	-0.06	-0.18

From the Table-1, it is clear that the computed value of mean and standard deviation of the intelligence scores of the higher secondary students of Salt Brook Academy, Dibrugarh are 18.95 and 4.58 respectively.

The computed value of skewness of the distribution is (-0.06) which indicates that the distribution of the intelligence scores is skewed in negative direction slightly or to the left. Therefore, scores are massed at the higher end of the scale.

The negative value of kurtosis (-0.18) means the distribution of intelligence scores is leptokurtic and the scores are mostly concentrated in same place than the normal distribution.

8.2. Difference between arts and commerce higher secondary students of Salt Brook Academy; Dibrugarh with reference to their intelligence

Table-2 shows the significance of difference between arts and commerce higher secondary students of Salt Brook Academy; Dibrugarh with reference to their intelligence -

Table-2

Significance of difference between arts and commerce higher secondary students of Salt Brook Academy; Dibrugarh with reference to their intelligence

Sample	N	Mean	Standard Deviation	Standard error of Mean	Mean Difference	Standard error of Difference	t	Significance
Arts students	50	20.28	4.61	.652	2.56	.88	2.89	Significant
Commerce students	50	17.72	4.22	.597				

The significant t-value indicates that there is a significant difference between the arts and commerce higher secondary students of Salt Brook Academy; Dibrugarh with reference to their intelligence. Hence, the research hypothesis that “*There is no significant difference between arts and commerce higher secondary students of Salt Brook Academy; Dibrugarh as far as their intelligence is concerned*”. may be rejected. Therefore, it can be concluded that the arts and commerce higher secondary students of Salt Brook Academy; Dibrugarh differ significantly with reference to their intelligence.

8.3 Conclusion

Intelligence provides guidance and route to the human potentialities for achieving the goal of life. In case of students, intelligence is the ability to learn and succeed in their educational endeavours. From the findings of the present study, it is evident that the respondents were not able to score more on the intelligence scale. It may be due to the fact that they were new in the field of accomplishment of intelligence scale related tasks. Short duration of time provided for completion of each subtest may be another cause of their poor performance on the intelligence scale.

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