

Relationship between Academic Achievement and Intelligence of Class X students in Rural Schools

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Abstract

In general the performance of any student is measured by their achievement in their education. Only academic achievement is considered as the prime basis for admission purpose. Even in selection of different professional courses and jobs also educational achievement play a vital role. This research deals with the relationship between academic achievement and intelligence of X class students in Ramakrishnpur of Mancherial District of Telangana State of India. As per the Garrett: "Intelligence as including the abilities demanded in the solution of problems which requires the comprehension and use of symbols." The present study is focusing on the relation between the intelligence and Academic achievement of X class students in rural area and that too from the Government school. Intelligence plays a vital role on their children's academic achievement. Different levels of intelligence are influencing the performance and curriculum achievement of the children's in their different levels.

Keywords: Academic Achievement, Intelligence, Relation, Influence and Curriculum.

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INTRODUCTION

Intelligence is a vital factor to determine the student's academic performance in school. In fact Intelligence is cognitive domain which helps to understand the learning abilities in the students. Every educational Curriculums aims is to test the intelligence level of their students. So intelligence and Academic achievement cannot be separated. In today's scientific world, the educational status of an individual is decided through the academic achievement. There are many factors which can be considered are 1. Interest in the subject 2. The effort put by the learner and 3. Focus on the subject. Data were gathered from eight high schools located in rural places.

Academic Achievement and Intelligence appears to be closely related to each other. Most of the researchers clarify that these two factors are inseparable. If we observe the views of the below mentioned scholars, then we can derive a conclusion which leads to the aim of this research.

1. According to the study by Lewis Terman, the higher the IQ of a person, the higher the likelihood of social maladjustment, this means the ground for depression due to loneliness among other factors.
2. Introversion is directly proportional to intelligence Introverts are not always more depressive than extroverts. The more intelligent someone is, the higher the chance they are an introvert.
3. Alexander T. Vazsonyi and colleagues examined whether self-control was indeed a stronger predictor of academic performance, and of developmental changes in academic performance. They also tested whether academic motivation or perceived school attachment further explained academic performance above and beyond self-control and intelligence.
4. As per Uzoamaka Chinenye Akubuilu and others, low socio-economic status, large family

size and public school attendance impact negatively on IQ and academic performance.

- As per Florentina Halimi, Iqbal Al Shammari and Crisina Navarro academic success was strongly associated with self-emotion appraisal (SEA) and use of emotions (UOE).

Objectives

- To find out the relationship between academic achievement and Intelligence of class X students of rural area schools
- Assess how academic achievement is linked to intelligence.
- To examine whether intelligence was indeed a stronger predictor of academic performance, and of developmental changes in academic performance

Hypothesis:

- There is no significance relationship between academic achievement and Intelligence.
- There is no significant assess between academic achievement and intelligence

- There is no influence of intelligence versus academic performance

METHODOLOGY

A sample of 300 Students if class X from nine different schools located in rural places are taken from Ramakrishnpur of Mancherial District of Telangana State of India on the random sampling techniques.

Tools:

The school achievement scores of 300 students in different categories are taken from their terminal examinations. The index is converted to 100. In this research no standardized scale was taken since psychological factors are involved so this research depends upon the scores itself.

Data Analysis

The collected data was analyzed through the following tables to test the significance of differences in means so that to establish correlation between the two factors of the research.

Table-1: Distribution of sample students and different schools

Type of the School	Number of Students	Number of Schools
Government School managed by Mandal	85	3
Government School managed by Zillah Parishad School	120	4
Government body School managed by Singareni Company	95	2
Total	300	9

Table-1 showing the sample of students from different schools. Different government schools are there so it is classified as per the management which control the school administration. From nine schools 300 students are taken as the classification. Among

these two gender students are included and study focuses only the relationship between achievement and intelligence hence gender is not taken as the influencing factor.

Table 2: Showing different means between Intelligence and Academic Achievement

Type of the School	Number of Students	Number of Schools	Mean	S.D	Population Mean
Government School managed by Mandal	85	3	30.02	8.02	300
Government School managed by Zilla Parishad School	120	4	26.05	5.25	450
Government body School managed by Singareni Company	95	2	21.25	4.75	600
Total	300	9			

Table-2 shows the different means between Intelligence and Academic Achievement. In Government schools managed by mandal the mean is high and the schools managed by Singareni Company is low. Few trend of ascending in the mean scores of three different types of schools are clearly visible which indicates the low correlation between academic achievement and intelligence.

Major Findings

From this research it is clearly conclude the following findings.

- There is remarkable difference in academic achievement of students who are studying in different management schools.
- There is very little or no relationship in intelligence of students studying in different categories of schools.
- There is mere relationship between academic achievement and intelligence in different management schools.

Hence the findings of the research states that there is a relationship between academic achievement and intelligence in schools of Ramakrishnpur.

Research Implications

The study has many limitations which require considerations when concluding the findings. Firstly, this research is used the quantitative methodology, which provide limited information about emotional intelligence, and further in qualitative research it is necessary to identify contributors. Secondly, as this study is using self-report measures so, the results may have been influenced by participants' acquiescence and need for social desirability.

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