



A Comparative Study of Residential School Students with Non-Residential School Students with Reference to Achievement and Intelligence

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ABSTRACT

Intelligence cannot produce achievement by itself. The occurrence of achievement requires not only ability but also motivation and environment. The main objective of the study is to know the achievement levels, intelligence of the students who are studying in residential schools and non-residential schools. In the present study Descriptive Survey Method of investigation was employed. For the purpose of the study a sample of 1200 residential and non-residential school students was selected in Andhra Pradesh through Stratified random sampling technique. Mean, SD, t-test were used to analyze the data.

Keywords : students, achievement, intelligence

INTRODUCTION:

"If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the Father, the Mother and the Teacher." -

Dr. A.P.J. Abdul Kalam,

INTELLIGENCE IS THE NECESSARY CONDITION FOR ACHIEVEMENT

It is impossible to achieve without corresponding intelligence, which is comprised of mental abilities. Ability is about the quality of being able to do something, which serves as the foundation of achievement. The function of mental abilities to achievement likes the function of fuel to car. The car can not be started without fuel.

Intelligence can not produce achievement by itself. The occurrence of achievement requires not only ability but also motivation and environment. Motivation is about the interest degree of doing something. Environment is a complex concept, which is composed of many factors: social value, economic states, race, gender, ethics and health. The three components interact together to produce achievement. The degree of exertion of ability is influenced by motivation, which consists of positive motivation and negative motivation. Positive motivation can stimulate the potential of ability through keeping attention on the task. Negative motivation will break the exertion of ability by weakening one's interest. The component of environment has two functions. One is to provide the practical opportunity, which is indispensable for the occurrence of achievement. For example, one can not be a pianist without piano. Another is to influence the dynamic change between positive motivation and negative motivation. Appropriate environment spurs positive motivation. For example, good speaking skills make it possible for one to become a successful public speaker. But whether the possible is realized depends on both motivation and environment. A child may have no interest in speaking in public when he or she is very young. He has little interest to be a successful speaker. If the society the child lives in values public speaking, during the process of growing up, the child will be encouraged by the parents, teachers, friends and relatives to speak in public from time to time. The environment he lives in motivates him. On the contrary, improper environment may bring about negative motivation. The child has much interest in speaking in public when he is very young. He may spontaneously practices often. If the society he or she lives in does not value or respect public speaker during the process of his grow, his interest in public speaking will be weakened

by the environment. The environment will not allow him to take full advantage of his speaking potential and motivation.

Important Issues Facing Students and Education

In recent years, low test scores and accountability standards have been the focus of education reform and criticism directed to public education at all levels. The broader mission of education becomes clouded when effectiveness is defined solely or even primarily on the basis of performance on standardized assessment models. Test scores reflect the narrow emphasis of schooling rather than the broader mission of education. A healthy school climate focusing on academic, career, and leadership development requires an emphasis on affective or emotional learning as much as on academic or cognitive learning.

In addition to state and national academic performance indicators, there are several other issues that are indicators for change, reform, and renewal. School violence, physical and emotional safety, abuse, drop-out and retention rates are current examples. A major challenge for education is to provide safe campuses, healthy learning climates, and rigorous academic curricula taught by qualified teachers for interested and motivated learners. Healthy and safe learning environments are necessary for students and teachers to perform at their highest levels. Changes in the nature of work and productivity demands of a global economy necessitate additional restructuring and reform efforts. As schools and colleges prepare students for careers and productive employment, education will continue to modify its programs and instruction. As colleges prepare students for positions of responsibility and leadership, there will be an increased interest and recognition of the importance of the contributions of the emotional mind. In short, learning and applying emotional intelligence skills contribute to academic and career success

REVIEW OF RELATED LITERATURE

Gakhar et al. (2010) studied intellectual and non intellectual correlates of scientific attitude with the objective to find the relationship of intelligence and science achievement (intellectual variable) and socio economic status, scientific interest and home environment (non intellectual variables) with scientific attitude by taking a sample of 740 IXth class students selected on the basis of multistage randomization technique from eight districts of Punjab and found that science achievement was not significantly correlated with scientific attitude. The reasons may be that science achievement depends on memory, recall, knowledge and hardwork whereas scientific

attitude involves scientific temper of mind, rational thinking, open mindedness, objectivity etc.

Singh et al. (2010) studied the influence of spiritual intelligence on academic achievement of adolescents with the objective to study the influence of spiritual intelligence, gender, type of school and their interaction on academic achievement of adolescents by taking a sample of 934 students with a mean age of 16.64 years through cluster sampling technique and found that academic achievement of adolescents with low spiritual intelligence were better than adolescents with average spiritual intelligence; male adolescents had higher academic achievement than females; academic achievement of adolescents studying in aided schools were better than adolescents studying in government schools; academic achievement of adolescents studying in unaided schools were better than adolescents studying in government schools; academic achievement of adolescents studying in aided schools were better than adolescents studying in unaided schools.

STATEMENT OF THE PROBLEM:

The Title of the Problem is "A comparative study of residential school students with non-residential school students with reference to achievement".

OBJECTIVES OF THE STUDY:

To study the achievement levels, intelligence of the students who are studying in residential schools and non-residential schools.

HYPOTHESIS OF THE STUDY:

- There would be no significant difference in the academic achievement of residential school students between non-residential school students.
- There would be no significant difference in the intelligence of residential school students between non-residential school students.

METHODOLOGY:

Method: In the present study Descriptive Survey Method of investigation was employed.

Sample: For the purpose of the study a sample of 1200 residential and non-residential school students was selected in Andhra Pradesh through Stratified random sampling technique.

Tool: RPM developed by J.C.Ravens was adopted by the investigator and quarterly and half yearly marks taken for the achievement of the student.

Statistics Used: Mean, SD, t-test were used to analyze the data.

ANALYSIS AND INTERPRETATION OF THE DATA:

Comparison between residential and non-residential school students:

The total samples (N-1200) of the present study were divided into two groups i.e. Residential school students (N=600) and non-residential school students (N=600).

Hypothesis – 1: There would be no significant difference in the academic achievement of residential school students between non-residential school students.

To test the above hypothesis t-test was employed and the results are interpreted in the table-1.

Table-1: showing the comparison between residential school students between non-residential school students with their academic achievement.

Academic achievement	Sample	Mean	S.D	t-Value
Residential	600	77.17	12.51	36.23**
Non-Residential	600	48.68	14.65	

Note: ** significant at 0.01 level

It is evident from the Table-1, that the mean score of the total percentage in achievement of residential school students is 77.17, which is more than non-residential school students is 48.68. The calculated t-value is 36.23 and they are significant at 0.01 level. This indicates that the mean score of the mean score of the residential school students in the total percentage of the achievement is higher than the non-residential school students. Hence the hypothesis that there would be no significant difference in the academic achievement of residential school students between non-residential school students is rejected.

Hypothesis – 2: There would be no significant difference in the intelligence of residential school students between non-residential school students.

To test the above hypothesis t-test was employed and the results are interpreted in the table-2.

Table-2: showing the comparison between residential school students between non-residential school students with their intelligence.

Intelligence	Sample	Mean	S.D	t-Value
Residential	600	49.40	10.31	21.75**
Non-Residential	600	34.08	13.85	

Note: ** significant at 0.01 level

It is evident from the Table-2, that the mean score of the intelligence of residential school students is 49.40, which is more than non-residential school students is 34.08. The calculated t-value is 21.75 and the table value is 2.59 and they are significant at 0.01 level. This indicates that the mean score of the intelligence in residential school students is more than the non-residential school students. Hence the hypothesis that there would be no significant difference in the intelligence of residential school students between non-residential school students is rejected.

FINDINGS OF THE STUDY:

- There would be no significant difference in the academic achievement of residential school students between non-residential school students.
- There would be no significant difference in the intelligence of residential school students between non-residential school students.

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