



Educational Attainment of Elementary Level Students of Slums And Its Relation to Intelligence : A Correlational Study

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ABSTRACT

Education in its broad sense may be defined as a process designed to inculcate the knowledge, skills and attitude required to enable individuals to cope effectively with their environment. Its primary purpose is to foster and promote the fullest individual self-realization for all people. Achieving this goal requires understanding of commitment to the proposition that Education is a primary instrument of social and economic advancement of human welfare. Day to day the world is becoming more and more competitive; the level of academic achievement has become the key factor for the progress in the academic sphere. The parents desire of high level academic achievement for their wards which puts a lot of pressure on students, teachers and school administrators, that what are the factors that play a role in promoting achievement. Are they natural? or may be nurtured by teaching learning environment, guidance of teacher and support of parents. Education for all is a scheme of government of India to provide Elementary level Education to every child of the country. The Government of India has declared and made a law under Right to Education to ensure compulsory and free Elementary Education. The purpose of the present study is to examine and analyse the reach of Elementary Education to deprived class students of Slum area and level of their Educational Attainment in relation to their personal factors specially in relation to intelligence. For the present study the sample size taken is 140 students of class VIII th. Which consist of 70 of Govt. Schools and 70 from Pvt School students located in slum area of Lucknow city. For evaluating the Educational attainment of Students of slum, General Classroom Achievement Test by Prof. A.K. Singh was utilised as Tool. For Intelligence Cattell Culture Fair Test was used as a tool. The finding of the study revealed that Educational Attainment of students of Slum differ significantly in relation to their high and low level of intelligence and shows a positive correlation with Educational Attainment with intelligence.

KEYWORDS

Educational Attainment, Intelligence, Slum, Gender.

1. Introduction

Education is one of the most important tools to shape the all round development of an individual, all round development of an individual is defined and determined by one's Educational Attainment during the school. Educational Attainment denotes Academic Achievement of students in his or her class. The Government has started School to educate slum students and develop skills in them simultaneously. Education will help deprived class students to well settle in their future. So the researcher selected to study vital area Educational Attainment of Elementary level Students of Slums and its Relation to Intelligence : A Correlational Study

2. Significance of the Study

India is a unique example of unity in diversity. Our society is stratified in number of categories on the basis of cast, religion, richness and poverty. Amongst these categories poverty and deprivation are a major cause of concern in vital and important area of education in any democratic and secular country. So to study the Educational Attainment of the deprived class i.e. Urban poor, slum dwellers and at the same time to throw light on programmes being implemented by Government such as Education for All Specially for the dwellers of slum and students already in school, in terms of Academic Achievement is the need of the hour.

3. Review of related Literature

Intelligence

Mishra (1997) examined the correlates of academic achievement of high school students and found that intelligence was significantly correlated with academic achievement for both boys and girls; the correlation between intelligence and academic achievement was higher in case of girls.

Balasubramanian (1997) studied academic achievement in

English in relation to intelligence and found that among XII grade learners intelligence was positively related to English achievement; medium of instruction and locality of residence influenced the level of achievement.

Tehlan (2001) conducted a comparative study of the impact of general intelligence, level of aspiration and awareness of facilities on the academic achievement of scheduled caste students by taking students of senior secondary stage and found that general intelligence of male scheduled caste students were better than the female scheduled caste students; general intelligence of rural male scheduled caste students were better than the urban male scheduled caste students; general intelligence of female urban scheduled caste students were better than the rural female scheduled caste students; intelligence level of female urban scheduled caste students were better than the rural female scheduled caste; level of intelligence of the urban male scheduled caste students was better than the rural male scheduled caste students.

Diseth (2003) compared intelligence and academic achievement of adolescent boys and girls of IX and XI class and found that among students of class XI there was no difference in the academic achievement of intellectually superior and intellectually very superior boys and girls; at other intellectual levels the academic achievement of girls was superior to that of boys. In general the intelligence test scores of boys was higher than those for the girls; in case of boys there was very high correlation between intelligence test scores and academic achievement whereas in case of girls there was average correlation.

Varte et al. (2005) studied intelligence and academic achievement in relation to parent child relationship with the objective to study the influence of parent child relationship on intelligence and academic achievement of high school stu-

dents by taking a sample of 450 students selected through stratified random sampling technique and found no gender difference on intelligence, academic achievement and parent child relationship.

Panda (2005) studied correlation between academic achievement and intelligence of class IX students with the objective to study the relationship between academic achievement and intelligence by taking a sample of 765 secondary school adolescents studying in government, aided and private schools and found that there was low relationship between intelligence and academic achievement in different categories of school and also there was a significant difference in academic achievement of students studying in different categories of school.

Panigrahi (2005) studied academic achievement in relation to intelligence and socioeconomic status of high school students with the objective to examine the influence of intelligence and socioeconomic status on academic achievement of high school students by taking a sample of 100 students from Bhubaneswar city of Orissa and found that there was Review of Related Literature 30

significant and positive correlation between academic achievement and intelligence; high intelligence leads to better academic success; a low positive correlation between academic achievement and socioeconomic status; there was no significant difference between boys and girls with respect to academic achievement.

Dhall et al. (2009) studied intelligence as related to self confidence and academic achievement of school students with the objective to explore the relationship between Review of Related Literature 36

intelligence and academic achievement among secondary school students by taking a sample of 1000 students and found that there was a significant relationship between academic achievement and intelligence of secondary school students; there existed a significant difference between boys and girls of secondary school in terms of intelligence; there existed significant difference between boys and girls of secondary school in terms of academic achievement.

Singh (2010) studied mental health in relation to spiritual intelligence, altruism, school environment and academic achievement of senior secondary students and found that male students had significantly higher level of academic achievement than female students; students residing in urban area had significantly higher academic achievement than students residing in rural area; academic achievement of students studying in aided schools was significantly higher than students studying in government schools; academic achievement of students studying in unaided schools was significantly higher than students studying in government school; academic achievement of students studying in aided schools was significantly higher than students studying in unaided schools.

aided schools were better than adolescents studying in unaided schools.

Conceptual Frame Work

The each research problem is investigated to answer queries raised and achieve objectives of the proposed study which is framed in light of nature of research problem. the investigator focus on following objectives to conduct the present study.

The objectives are as under:

- 1. To Study the relationship between Educational Attainment and Intelligence of Elementary level students of Slums.
- 2. To Study the differences in Educational Attainment of Elementary level students of slums having high and low level of intelligence.

Hypotheses

- 1 .That there is no significant relationship between Educational Attainment and Intelligence of Elementary level students of slums.
- 2.That there is no significant difference in Educational Attainment of Elementary level students of slums having high and low level of Intelligence.

Methodology. The methodology applied to investigate the present study is descriptive and of survey type. The study is correlational and of causal comparative in nature. The total sample size is of 140 students. Out of which 25% student of high and low level of intelligence i.e. 35 student was chosen to examine the difference of high and low level of intelligence on Educational Attainment.

II. Tools Used

General Classroom Achievement Test- by Prof. A.K.Singh
Reliability: The Reliability of Toll used in present study is .782 by Test -Retest method.and .754 by Split- Half method .

Validity:

The validity of the Test is by Examinations Rank .683 by Teachers opinion .592 and by Ratings in Interview is .683

INTELLIGENCE TEST

The Researcher employed 'Culture Fair' test of general mental ability constructed by Cattell & Cattell (Test of 'g' : Culture Fair, Scale 3, Form A) for measuring intelligence of the subjects reliability is .82 and .70.

ii. Statistics used : T-test were used to determine the significant difference between Educational Attainment and Intelligence. Karl Pearson Product Moment method to ascertain relationship between Educational Attainment and Intelligence of students of Slums at Elementary level .

Analysis of Educational Attainment of Elementary level Students of Slum and its relation to Intelligence .

Table 1

Level of intelligence	No. of Student	Mean (M)	S.D.	S E D	t value	Level of significance
High level	35	56.25	12.95	3.65	5.97	Significant at 0.01 & 0.05 Level
Low level	35	34.40	17.35			

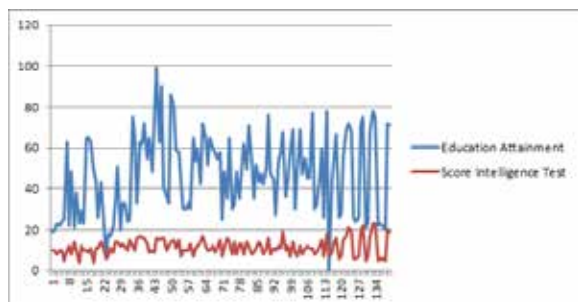
The Table No. 1 present the statistical comparison between the students of high and low level of intelligence of Schools in Slums.

The value of Mean , S.D.,SED and t of Academic achievement score of students having high and low level of intelligence were compared by using t test, which was found to be significant at both level of significance .The results led to the conclusion that students having high level of intelligence differ significantly compared to the students having low level of intelligence. Which reveals that Educational Attainment of students having high level of intelligence is better than students having low level of intelligence at Elementary level .

Thus the hypotheses stating that "There is no significant difference in Educational Attainment of Elementary level students of slums having high and low level of intelligence is rejected.

2: Analysis of Relationship between Educational Attainment and Intelligence of Elementary level students of slums.

Graphical Representatio



It can be seen in the graph that Educational Attainment is positively and significantly co-related with the value correlation coefficient r is .590034. The Red line denotes score of Intelligence and Blue line of Educational Attainment. The conclusion is that there is significant relationship between Educational Attainment and Intelligence of Elementary level students of slum. Thus the hypotheses stating that there is no significant relationship between Educational Attainment and Intelligence of Elementary level students of slum is rejected.

IV. Statistics used : T-test were used to determine the significant difference in Educational Attainment of Elementary level students of Slums having high and low level of intelligence. To examine the relationship between Educational Attainment and Intelligence the Karl Pearson, Product Moment method was applied.

V. Findings.

1. That students having high level of intelligence differs significantly to their classmate having low level of Intelligence in Educational Attainment. The Educational Attainment of students having high level of Intelligence is better than their counter part having low level of Intelligence.
2. That there is positive correlation between Educational Attainment and Intelligence of Elementary level students of slums., Lon

Educational Implications

On the basis of the result of this study, Educational implications may be noted as under

- Educationist must focus on Educational programmes and create awareness about these to slum residents. proper implementation to bring these deprived students benefitted
- Mid day Meal and Scholarship programme should be implemented on priority basis to retain students in school in slum area.
- By focusing Educational programme and proper nurturing of students in schools of slum the deprived could be brought to main stream. and all round development of slum students can be ensured.

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