

A Comparative Study of Senior Secondary School Urban and Rural Students In Relation to their Academic Achievements, Intelligence and Anxiety Level

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Abstract

The present paper is based on a research undertaken to study the senior secondary school urban and rural students in relation to their academic achievements, intelligence and anxiety level. The investigator has used the Joshi's Intelligence Test (2006) Hindi version, Academic Achievement Scores of students at XIth level as notified in the gazette by HP Borad of School Education, Dharamshala and Hindi version of SARASIN'S TEST ANNETERY SCALE FOR CHILDREN (TASC) by Dr. A Kumar (Indian Adaptation). The sample consists of 200 students from rural and urban areas of District Bilaspur of Himachal Pradesh, were selected randomly. The data was analyzed by using Mean, S.D. and t-ratio. The finding of the study reveals that urban and rural students do not differ at their Intelligence and Anxiety level but differ significantly on their academic achievement.

KEYWORDS: Academic Achievement, Intelligence level and Anxiety level

INTRODUCTION

Since time immemorial education was considered a purposeful and goal-oriented process to generate and transmit knowledge and experiences to the next generation for speedy development of individual and society as well. The process inscribed as goal-oriented, set forth some objectives which are to be achieved in a particular span of time. However, it is a pity that at this very particular and crucial juncture, thousands of students at each and every level of education are labeled as 'unsatisfied', 'poor' or 'failure'. There seem no conformity between desirable educational objectives and academic achievement of students. Students' achievement is hindered and education has proved to be a fallible process. As a result of it, masses have lost faith in our contemporary educational practices. The low academic achievement of our students has emerged as an obstacle in the achievement of educational objectives.

Academic achievement has always been the main centre of education research, as a good academic record is an index of effective educational system and the nation's progress as well. The present system is achievement oriented and academic achievement has a lot of weightage in admission to higher studies and in job selection and is also a vital factor affecting the emotional state of mind of the student's achievement of ideals as well as harmonious development.

Anxiety is a psychological and physiological state characterized by cognitive, somatic, emotional, and behavioral components. These components combine to create an unpleasant feeling that is typically associated with uneasiness, fear, or worry. Anxiety is a generalized mood state that occurs without an identifiable triggering stimulus. As such, it

is distinguished from fear, which occurs in the presence of an external threat. Additionally, fear is related to the specific behaviors of escape and avoidance, whereas anxiety is the result of threats that are perceived to be uncontrollable or unavoidable.

OBJECTIVES:

1. To compare the academic achievement of urban and rural students of senior secondary class.
2. To compare the intelligence of urban and rural students of senior secondary class.
3. To compare the anxiety level of urban and rural students of senior secondary class.

HYPOTHESES

1. There is no significant difference between the academic achievement of urban and rural students of senior secondary class.
2. There is no significant difference between the intelligence of urban and rural students of senior secondary class.
3. There is no significant difference between the anxiety of urban and rural students of senior secondary class.

SAMPLE

The present study consists of 200 students of XIth class from urban and rural areas of District Bilaspur of Himachal Pradesh, were selected randomly.

METHOD

In the present study Descriptive survey method has been used.

TOOLS USED

1. Joshi's Intelligence Test (2006) Hindi version.
2. Academic Achievement Scores of students at XIth level as notified in the gazette by HP Borad of School Education, Dharamshala.
3. Hindi version of SARASIN'S TEST ANNETERY SCALE FOR CHILDREN (TASC) by Dr. A Kumar (Indian Adaptation).

STATISTICAL TECHNIQUES USED

Mean, S.D. and t-ratio were used for analysis of data

RESULTS AND DISCUSSION

The obtained results have been summarized in Table 1, 2&3.

Table - 1**Comparison between the Academic Achievement of urban and rural students of senior secondary class**

Groups	Sample Size (N)	Mean (M)	SD	t-value	df	Level of significance
Urban	100	49.65	6.40	3.84	198	**
Rural	100	53.66	7.97			

** Indicates significant at 0.05 and at 0.01 level of confidence.

An analysis of the data relating to the study of significance of the difference between the means of the Academic Achievement of urban and rural students of senior secondary class, presented in Table 1 yields the t value of 3.84. The value of t ratio at 0.05 level of confidence is 1.97 and at 0.01 is 2.60 for df 198. In the present case the obtained t value being 3.84 is higher than the table t- value and is found to be highly significant at 0.05 an at 0.01 level of confidence. Therefore, it may be interpreted that the mean differences that exist between the Academic achievement of urban and rural students of senior secondary class 49.65 and 53.66 ($53.66 - 49.65 = 4.01$) is in favour of rural students. It means that the rural students are better in their Academic achievement than their counter parts urban students.

Therefore, it can be concluded that the hypothesis “There is no significant difference between the Academic Achievement of urban and rural students of senior secondary class” is rejected.

Table - 2**Comparison between the Intelligence of urban and rural students of senior secondary class**

Groups	Sample Size (N)	Mean (M)	SD	t-value	df	Level of significance
Urban	100	41.08	12.35	1.412	198	NS
Rural	100	38.64	12.11			

NS indicates not significant at 0.05 level of confidence.

An analysis of the data relating to the study of significance of the difference between the means of the Intelligence of urban and rural students of senior secondary class, presented in Table 2 yields the t- value of 1.412. The table value of t ratio at 0.05 level of confidence is 1.97 for 198 df. In the present case the obtained t- value being 1.412 is less than the table t- value and found not to be significant at 0.05 level of confidence. Therefore, it may be interpreted that the mean differences that exist between the Intelligence of urban and rural students of senior secondary class is not significant. As such, both the groups may be considered to have almost equal level of Intelligence.

Therefore, it can be concluded that the hypothesis “There is no significant difference between the Intelligence of urban and rural students of senior secondary class” is accepted.

Table - 3

Comparison between the Anxiety Level of urban and rural students of senior secondary class

Groups	Sample Size (N)	Mean (M)	SD	t-value	df	Level of significance
Urban	100	14.31	5.27	0.234	198	NS
Rural	100	14.14	4.98			

NS indicates not significant at 0.05 level of confidence.

An analysis of the data relating to the study of significance of the difference between the means of the Anxiety Level of urban and rural students of senior secondary class, presented in Table No.3 yields the t- value of 0.234. The value of t ratio at 0.05 level of confidence is 1.97 for 198 df. In the present case the obtained t value being 0.234 is less than the table t -value and found not to be significant at 0.05 level of confidence. Therefore, it may be interpreted that the mean differences that exist between the Anxiety Level of urban and rural students of senior secondary class is not significant. As such, both the groups may be considered to have almost equal level of Anxiety.

Therefore, it can be concluded that the hypothesis “There is no significant difference between the Anxiety Level of urban and rural students of senior secondary class” is accepted.

FINDINGS OF THE STUDY

- Urban and Rural students differ significantly on their Academic Achievement.
- Urban and Rural students do not differ significantly on their Intelligence level.
- Urban and Rural students do not differ significantly on their Anxiety level.

SUGGESTIONS FOR FURTHER STUDY

- A comparative study may be conducted on gifted students and slow learners in relation to their intelligence level, anxiety level and academic achievement.
- Similar study may be conducted on students of college and university level.
- More extensive cross-sectional studies may be conducted on the variable by taking larger sample.

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