IMPACT OF GENERAL INTELLIGENCE ON EDUCATIONAL ASPIRATION AMONG SC AND NON-SC SCHOOL GOING GIRL STUDENTS

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Abstract

Education is the development of all those capacities in the individual which enable one to control one's environment and fulfill possibility. In Indian society, the level of Educational Aspiration and general intelligence are significantly influenced by the socio-economic status of the family. Lower level of general intelligence reduces the level of aspiration to achieve the goal & mission of life, through education.

The purpose of my investigation was to study the impact of general intelligence on educational aspiration of socio-economically advantage and disadvantage group i.e. Non-SC and SC female students of class Xth. For purpose of investigation, one self made questionnaire and two inventories were used.Three hypotheses were formulated and then test was conducted as per requirement.

The obtained scores on educational aspiration and general intelligence of the two said groups namely; were calculated separately. Means,S.Ds.and 't' ratios were calculated to trace out significance of differences due to different level of general intelligence of both groups. The mean score of Educational aspiration of Sc was 48.32 and Non-Sc was 54.67 and mean score of general intelligence of Sc was 44.58 and Non-Sc was 54.21

After analysis of data, it was found that Socio-culturally disadvantaged group i.e. scheduled caste group has been found equipped with lower level of general intelligence; which in turn might have lowered the level of educational aspiration of this group in comparison to socio-culturally advantaged group i.e. non-scheduled caste group.

Keywords: - Educational aspiration, General Intelligence, Socio-cultural disadvantage

INTRODUCTION:-

The modern Indian society is facing the problems of unemployment, underemployment and unsuitable employment. In order that useful behaviours may be developed among the adolescents, which lead to their later adjustment to courses and careers, should be traced at their initial choice stages. These initial choices or so-called their academic or educational aspirations stem from their background factors. In high schools, both male and female students appear for their academic pursuits, but they display a wide gap among themselves on their intelligence, locus of control, self-concept and educational aspiration.

Female students of Scheduled and non-scheduled caste, are the central point in the present research work with regard to the impact of general intelligence on their educational aspiration, come from certain families. They carry their early experiences and gender role teachings throughout their lives which they have learnt in their varying family environments. They interact with their newer socio-cultural environments and educational learning on the basis of experiences and teachings gathered in their families. When girls approach adolescence, they discover many disadvantages to the approved female role which they were formerly unaware of. When they begin to feel the pinch of the double standard, they realise that the female role is less awarding than the male one. In modern set up of the society; while on the one hand, they want marriage and a happy family; on the other hand, they also want independence and status offered by a career. Secondary and Higher education helps to change the aspirations of females significantly.

Both scheduled caste and non-scheduled caste educated women faces role conflicts. Some educated women find employment opportunities despite of leading the life of housewives, while other ones fail to do so either due to their personal limitations or due to social pressures. But the number of scheduled caste educated housewives is negligible in this race. Most of the seats in government services reserved for scheduled caste and non-scheduled caste females remain vacant due to non-availability of proper candidates. Many times Scheduled caste females do not possess requisite qualifications for better jobs. This indicates their lower level of educational achievement and educational aspiration.

Even in this technologically advancing scenario scheduled caste girl students live in a different socio-cultural and economic environment. This variation of an environment is sufficient to bring the variation of educational aspiration and intelligence in scheduled caste girl students in comparison to non-scheduled caste girl students. Because of variety in incitement, there happens a variety in the scholarly level of scheduled caste and non-scheduled caste girls students. Furthermore, educational aspiration and general intelligence of scheduled caste students are also influenced by their disadvantaged socio-cultural environment.

OBJECTIVE:

The aim of the present investigation is to study the impact of general intelligence on educational aspiration among SC and Non- SC school going girl students of class Xth.

HYPOTHESES:-

Hypothesis I-

Non-scheduled caste group will be significantly higher than scheduled caste group on educational aspiration.

Hypothesis II-

Non-scheduled caste group will be significantly higher than scheduled caste group on general intelligence.

Hypothesis III-

High intelligence sub group will be significantly higher than low intelligence sub group, on educational aspiration.

RESEARCH METHODOLOGY:-

(A) SAMPLE:

The study was conducted on a sample purposely comprising of 200 Girl students studying in Xth classes of Government high schools of Nalanda district. Out of these 200 subjects, 100 were drawn from schedule caste group and another 100 were from non-schedule caste group.

(B) STATISTICAL TOOLS :

(1)   Personal Data Sheet

(2) 'Educational Aspiration Scale' constructed by Saxena (1984)

(3) 'Group Test of Intelligence ' constructed by Tandon (1973).

(C) PROCEDURE & RESEARCH DESIGN:

With the objective of investigating the impact of General intelligence on educational aspiration; two inventories and one self-made questionnaire were applied to the selected sample.
The scores on educational aspiration & general intelligence of the two groups namely; scheduled caste and non-scheduled caste were calculated separately. Means and S.Ds. of two main groups were calculated separately. After this 't' test was run to test the significance of difference between the mean scores of the two groups.
Further, subjects were classified into 't' ratio of EA scores of Low, Average and High Intelligence Sub-Groups. Educational aspiration scores of Low, Average and High Intelligence sub-groups were compared. Means, S.Ds. and 't' ratios were calculated to trace out significance of differences due to different level of general intelligence of both groups.

RESULTS AND DISCUSSION:-

Table – 1

Showing Mean, S.D. and 't' ratio of EA scores of Scheduled and Non-Scheduled Groups

Groups	Mean	S.Ds.	N	df	t-value	Level of significance
S.C.	48.32	9.92	100	98	4.88	.01
Non-S.C.	54.67	8.68	100			

S.C. = Scheduled Caste; Non-S.C. = Non-Scheduled Caste

After analyzing the obtained data, the hypothesis I, i.e. that Non-scheduled caste group will be significantly higher than scheduled caste group on educational aspiration; stands fully verified.

Table – 2

Showing Mean, S.D and 't' ratio of General Intelligence scores of Scheduled and Non-Scheduled Groups

Groups	Mean	S.Ds.	N	df	t-value	Level of significance
S.C.	44.58	13.61	100	198	4.76	.01
Non-S.C.	54.21	15.10	100			

After analyzing the obtained data, the hypothesis II, i.e. that Non-scheduled caste group will be significantly higher than scheduled caste group on general intelligence; stands fully verified.

Table – 3

Showing Mean, S.D and 't' ratio of EA scores of Low, Average and High Intelligence Sub-Groups

Groups	Mean	S.Ds.	N	df	t-value	Level of significance
S.C.-L_1	37.78	8.11	34	82	5.97	.01
S.C.-A_1	48.41	7.98	50			
S.C.-L_1	37.78	8.11	34	48	7.14	.01
S.C.-H_1	53.50	6.89	16			
S.C.-A_1	48.41	7.98	50	64	2.49	NS
S.C.-H_1	53.50	6.89	16			
Non-S.C.-L_1	44.58	8.12	16	64	2.64	.01
Non-S.C.-A_1	50.54	6.95	50			
Non-S.C.-L_1	44.58	8.12	16	48	5.68	.01

Non-S.C.-H_1	58.74	8.51	34			
Non-S.C.-A_1	50.54	6.95	50	82	4.71	.01
Non-S.C.-H_1	58.74	8.51	34			

L_1 = Low intelligence subgroup, A_1 = Average intelligence subgroup, H_1 = High Intelligence subgroup

After analyzing the obtained data, the hypothesis III, i.e. High intelligence sub group will be significantly higher than low intelligence sub group on educational aspiration; stands fully verified.

The discussion is summarised in following points:-

1. Scheduled caste girl students are significantly lower on educational aspiration than non-scheduled caste girl students.

2. Scheduled caste girl students are significantly lower on general intelligence than non-scheduled caste girl students.

3. General Intelligence influences educational aspiration of girl students.

4. High intelligence subgroup is significantly higher than low intelligence subgroup on educational aspiration, in both scheduled caste and non-scheduled caste groups.

CONCLUSION:-

Scheduled caste group which is socio-culturally disadvantaged group; has been found significantly lower on general intelligence and educational aspiration than socio-culturally advantaged group, i.e. non-scheduled caste group.

Socio-culturally disadvantaged group i.e. scheduled caste group has been found equipped with lower levels of General Intelligence, which in turn might have lowered the level of educational aspiration of this group, in comparison to socio-culturally advantaged group i.e. non-scheduled caste group. The low level of educational aspiration among SC females leads to non-achievement of higher educational qualifications. Thus a major population of SC female candidates are unable to acquire good and high position jobs. Awareness programmes and government sponsored schemes for development of educational aspiration among SC female students should be launched and implemented throughout the villages and towns of our country.

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