INTELLIGENCE AS RELATED TO SELF-CONFIDENCE AND ACADEMIC ACHIEVEMENT OF SCHOOL STUDENTS

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In the present investigation an attempt has been made to reveal the relationship of intelligence with self-confidence and academic achievement relationship of secondary school students. The sample of study consisted of 1000 students of ninth class drawn from government and government aided schools of four districts of Punjab i.e. Amritsar, Jalandhar, Ludhiana and Bathinda. The results of the study revealed that intelligence is significantly and positively related with self-confidence and academic achievement.

INTRODUCTION

As a society becomes increasingly complex owing to rapid scientific and technological progress, it needs high capacity manpower to sustain and maintain the pace of progress of the society. For reasons such as this, the concept of intelligence is becoming increasingly important in modern societies. No sphere of life, whether it is education or social and physical science, literature or art etc. has remained uninfluenced by the intelligence. The working force behind the success and attainments of world's greatest laureate, scientists, psychologists and politicians etc. has been one and only, and that is intelligence. Intelligence not only enables an individual to attain great heights of success in life but also develops in him the ability by which he is well adjusted in his environment and saves himself from becoming its victim. Life is full of challenges and surprises and it is intelligence and self-confidence which prepares us for facing these challenges and accepting these surprises as successfully as possible. There is no gainsaying the fact that a person's intellectual development at a particular stage is the sum of what he inherited from his parents and his experiences as a result of interaction with the environmental situations. Since we can not control or modify the hereditary factors we need to provide the most conducive environmental situations for the proper intellectual development of the children in our charge. Self-Confidence is the conviction that one is generally capable of producing desired results. Increase in self-confidence helps to develop innate qualities of self worthy and competency by the reinforcement. Self-confidence is related with success. A confident attitude, a belief and a faith in oneself and one's ideas are essential in getting ahead but it should also be remembered that self-confidence grows with success that means it is desirable to develop those qualities within oneself that makes for success. It has been found that the child who perceives himself to be able, confident, adequate and a person of worth has more energy to spend on academic achievement and will use his intelligence to be utmost on the other hand, the child who perceives himself as worthless incapable and less confident may not come up to the optimum level of attainment.

OBJECTIVES OF THE STUDY

*To find out relationship between intelligence and self-confidence of secondary school students.
*To explore the relationship between intelligence and academic achievement among secondary school students.
*To find out sex differences among the boys and girls of secondary school with regard to intelligence, self-confidence and academic achievement.

HYPOTHESES

There exists significant relationship between Self-Confidence and Intelligence in respect of secondary school students.
(b) Significant relationship exists between Self-Confidence and Intelligence in case of secondary school boys.
(c) There exists significant relationship between Self-Confidence and Intelligence of girls of secondary school.

(2) (a) There exists significant relationship of Academic Achievement with Intelligence of students of secondary school.
(b) Significant relationship exists in respect of Academic Achievement with Intelligence of boys of secondary school.
(c) There exists significant relationship of Academic Achievement with Intelligence of secondary school girls.
(3) There exists significant difference between boys and girls of secondary school in terms of Intelligence.
(4) Significant difference exists between secondary school boys and girls in respect to Self-Confidence.
(5) There exists significant difference between secondary school boys and girls in terms of Academic Achievement.

DELIMITATIONS OF THE STUDY
The present study was delimited to ix class students. It was restricted to 1000 students (500 boys and 500 girls) affiliated to P.S.E.B..It was delimited to government and government aided schools of 4 districts of Punjab i.e. Amritsar, Ludhiana, Bathinda and Jalandhar.

METHOD
Sample
The universe of the study was Punjab which comprises of 17 districts, among which 4 districts were taken randomly i.e. Amritsar, Ludhiana, Bathinda and Jalandhar. The total sample of 1000 students (both boys and girls) of IX class was drawn randomly from secondary schools affiliated to P.S.E.B. of these four districts.

Tools
Group test of General Mental Ability by R.K. Tandon (1971); Self-Confidence Inventory by Rekha Agnihotri (1987) and Academic Achievement was measured from the results of eighth class annual examination of the students conducted by P.S.E.B. for the session 2004-2005.

RESULTS
It was revealed that the calculated 'r' between self-confidence and intelligence was 0.112, which was statistically significant. This shows that significant and positive relationship exists between self-confidence and intelligence of secondary school students. Thus, the hypothesis 1(a), "There exists significant and positive relationship between Self-Confidence and Intelligence in respect of secondary school students" is accepted. This finding is supported by the studies conducted by Stoel, Peetsma and Roeloveld (2003), in which it was consistently reported that self-confidence is positively related with intelligence. Contrary to it, no such relationship explored between self-confidence and intelligence among secondary school boys for value of 'r' being 0.046, which is statistically insignificant. Hence, it can be stated that hypothesis 1(b), which states that, "Significant relationship exists between Intelligence and Self-Confidence in case of secondary school boys" is rejected. It was also found that value of 'r' between self-confidence and intelligence among secondary school girls is 0.168, which was statistically significant. It shows that there is a significant positive relationship between self-confidence and intelligence of secondary school girls. Hence, the hypothesis 1(c),"There exists significant relationship between Self-Confidence and Intelligence of girls of secondary school" is retained.

It is evident from the present study that co-efficient of correlation between academic achievement and intelligence is 0.541, which is significant at 0.01 levels of significance. It is clear from the findings that there is a significant relationship between academic achievement and intelligence of secondary school students. Thus the hypothesis 3(a),"There exists significant relationship of Academic Achievement with Intelligence of students of secondary school" is retained. Studies conducted by Panigrahi (2005) and Chamundesweri and Vaidharani (2006) also support the results that academic achievement and intelligence are significantly correlated. As for as co-efficient of correlation between academic

achievement and intelligence of secondary school boys is concerned it is investigated that there exists a significant positive relationship between academic achievement and intelligence for value of 'r' being 0.637, which is significant at 0.01 levels of significance . Thus, the hypothesis 3(b),"Significant relationship exists in respect of Academic Achievement with Intelligence of boys of secondary school" is accepted. In the same manner for secondary school girls value of 'r' between academic achievement and intelligence is 0.437, which was statistically significant. This shows that there exists a significant and positive relationship between academic achievement and intelligence of secondary school girls. Thus the hypothesis 3(c), "There exists significant relationship of Academic Achievement with Intelligence of secondary school girls" is retained.

Further differences between boys and girls of secondary school were observed in respect to intelligence, self-confidence and academic achievement. Results revealed that calculated t-ratio (2.54) for intelligence of secondary school boys and girls was significant at 0.05 level of significance. It denotes that level of intelligence is significantly differing in boys and girls of secondary school. Moreover, the high mean value (54.24) in case of girls in representing superiority on the boys. Thus, the hypothesis (4), "There exists significant difference between boys and girls of secondary school in terms of Intelligence" is retained. Contrary to this, no such significant difference between boys and girls of secondary school was found for self-confidence for t-value being 0.04 which was statistically insignificant. Thus the hypothesis (5), "Significant difference exists between secondary school boys and girls in respect to Self-Confidence" is rejected. Academic achievement significantly differs in boys and girls of secondary school for value of t-ratio being 4.00, which was statistically significant. Moreover, the high mean value (69.00) in case of girls is representing superiority on the boys. Thus, the hypothesis (6),"There exists significant difference between secondary school boys and girls in terms of Academic Achievement" is retained.

CONCLUSION

There exists positive significant relationship between intelligence and self-confidence in respect of secondary school students and boys, whereas for girls no such relationship exists. Intelligence relates significantly with academic achievement of the students of secondary school as well as boys and girls taken separately. As for as gender differences concerned it was found that for intelligence and academic achievement gender differences exist. The findings of investigation may provide help to the school personnel, teachers, counselors and guidance workers to develop suitable methods of teaching and instruction so as to develop self-confidence among the secondary school students a contributing factor for developing intelligence which is essential for high academic achievement.

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