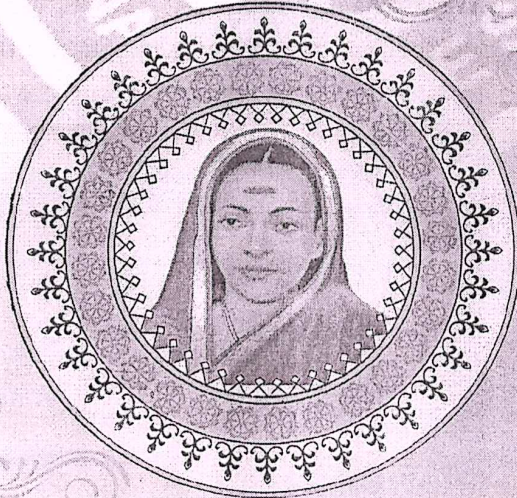


Peer Reviewed Referred and
UGC Listed Journal
(Journal No. 40776)

AN INTERNATIONAL MULTIDISCIPLINARY
QUARTERLY RESEARCH JOURNAL

ISSN 2277-5730

AJANTA



W. P. Singh

PRINCIPAL
Govt. College of Arts & Science
Aurangabad

ENGLISH
PART - I

भारतवर्ती पहिली महिला शिक्षिका
“सावित्रीबाई फुले”

Special Issue
“WOMEN EMPOWERMENT”

VOLUME - VII, ISSUE - I
JANUARY - MARCH - 2018
IMPACT FACTOR / INDEXING
2017 - 5.2 www.sjifactor.com

18. Gender Differences in Terms of Intelligence, Aspiration and Academic Achievement Among

Prof. Vaishali Keshavrao Shelke

Assist. Professor, Dept. of Psychology Govt. College of Arts & Science, Aurangabad.

Abstract

The main purpose is to study the gender differences with respect to intelligence, aspiration and academic achievement among adolescents. The study was conducted over a sample of 400 adolescents (200 boys & 200 girls) age ranges from 15 to 17 years. Test of General Intelligence developed by Prof. M. C. Joshi. (1989), Aspiration Test developed by Dr. V. P. Sharma and Dr. Anuradha Gupt. (1956) and marks obtained by student in 10th class were taken as academic achievement score are used for data collection.

Data was analyzed by mean, standard deviation and 't' test and the result shows that there is significant difference in intelligence, aspiration and academic achievement among male and female adolescents. Male adolescents have high intelligence and aspiration than female adolescents. But female adolescents have high academic achievement than male adolescent.

Keywords: - Gender differences, intelligence, aspiration and academic achievement

Introduction

A gender differences is a distinction of biological or physiological characteristics typically associated with either male or female or species in general. While the social science sometimes approaches gender as a social construct and gender studies particularly do, research in the natural science investigates whether biological differences in males and females influence the development of gender in humans. Gender issue has become the talk of today's forum. Although the literacy rate is more among boys than girls; it is quite interesting to observe that girls are securing better rank than boys in almost all competitive examinations. Gender is one of the important variables which influence the intelligence, aspiration and academic achievement of secondary school students.

General intelligence, also known as g factor, refers to the existence of a general intelligence that influences performance on mental ability measures. The existence of general intelligence was first described by Charles Spearman in 1904. According to Spearman, this g factor was responsible for overall performance on mental ability tests According to Spearman, this g factor was responsible for overall performance on mental ability tests. General intelligence

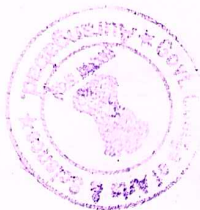


PRINCIPAL
Govt. College of Arts & Science
Aurangabad

is an overall ability of intelligence. Its including some ability namely – word meaning, analogy, classification, number series code transformation and syllogism. Intelligence refers to the cognitive abilities of an individual to learn from experience to reason well and to cope effectively with the demands of daily living. Different scholars have defined intelligence in different ways. Terman said that “an individual is intelligent in proportion to his ability to carry on abstract thinking

Aspiration may be defined as the ultimate goal of an individual which is aspiration to attain in future. Aspiration are important to career development and occupational attainment in that they prompt planning guide learning, help organize life option and choices and contribute to individual’s preparation for adult life. Level of aspiration is an important dimension of personality in modern life. A definition of level of aspiration is provided by Frank (1935) now generally accepts “the level of future performance in a familiar task, explicitly under take to reach.” Educational aspiration depends upon experience of success or failure in past examination. Success trends to raise the level and failure to lower it. The discrepancy between what an individual expects to obtain at the examination and what actually achieves in indicated as the goal discrepancy. **Goel** (2004) instigated the effect of gender on educational aspirations. The sample of the study comprised 100 students (50 boys and 50 girls) of intermediate classes in age groups of 16-20 years. The results revealed that girls had much higher educational aspiration than boys. **Vaidya** (2006) studied educational aspiration of higher secondary students and compare the gender of students of formal and non formal education and found that there was significant difference in gender and that boy had higher educational aspiration in comparison to girls

Academic achievement has been considered as important as it helps the students to understand the hierarchy of success i.e. higher the achievement more are the openings for the students and they can go for better lives and better jobs. These factors can be of different kind lie poor school environment, home environment, unmotivated teachers and their own personal interests, ability and language background. Achievement is the accomplishment or proficiency in a given skill or body of knowledge. Achievement is the extent to which learner is profit from instructions in a given area of learning. In other words achievement is reflected by extend to which a person from the training imparted to him has acquired the skill of knowledge. It is the general and specific learning experiences Crow and Crow (1961). **Rehman** (2003) concluded that a significant difference male and female adolescents in academic achievement, **Anjum** (2007) found significant difference between academic achievement of high school over and under achiever girls in mathematics were also tried to study the gender differences in the




PRINCIPAL
Govt. College of Arts & Science
Aurangabad

academic achievement. Vijayalaxmi and Natesan (2002) studied factors influencing academic achievement. From Coimbatore, 100 students studying in X standard were selected for the study of which 50 were boys and 50 were girls.

This study attempted to find out whatever the difference in intelligence, aspiration and academic achievement among adolescents.

Objectives Of The Study

1. To compare between male and female adolescents on the general intelligence.
2. To compare between male and female adolescents on the educational aspiration.
3. To compare between male and female adolescents on the academic achievement.

Hypotheses Of The Study

1. There will be significant difference in mean score of male and female adolescents on general intelligence
2. There will be significant difference in mean score of male and female adolescents on educational aspiration.
3. There will be significant difference in mean score of male and female adolescents on academic achievement.

Method

The present study was conducted through descriptive method of research.

Sample:-

The study was conducted on a representative sample of 410 adolescents of 10th class selected on the basis of randomized technique of sampling from different government and private schools of Amravati district in Maharashtra.

Tools

The following tools were selected and used in the study:

1. Test of General Intelligence
2. Educational Aspiration Scale
3. Academic achievement

Procedure Of Data Collection

After the sample was selected each subject was contacted during the leisure hours with prior permission from principal. Before administering tests, they were made clear about the purpose of collecting the data and were told that the result of test would be kept strictly confidential so that they can respond the test items without any hesitation. The research tools namely intelligence, educational aspiration and academic achievement were scored as per the



(Signature)

PRINCIPAL
Govt. College of Arts & Science
Aurangabad

procedure given in the manual. The instructions for data collection as well as scoring as given in the manual were strictly adhered to

Statistical Technique

The mean and SD for the home environment, educational interest and study habit of adolescents with the 't' test was used for the comparison between two groups i.e., gender on intelligence, educational aspiration and academic achievement with the help of 't' test formula.

Result And Discussion

Table 1 – Comparison between male & female adolescents in case of general intelligence [N = 410]

Variable	Gender	Mean	SD	DF	t value	Remark
General Intelligence	Male	105	10.34	408	8.25	Significant at 0.01 level
	Female	102	8.25			

It has been observed that the mean of intelligence score of male is 105 and SD is 10.34 and mean of intelligence of female is 102 and SD is 8.25. The statistically calculated value of t ratio is 8.25 which are significant at 0.01 levels with 408 df. Thus the null hypothesis no 1 stated as "There will be significant difference in mean score of male and female adolescents on intelligence" stands accepted. So the male adolescents more intelligence than female adolescents

Table 2 – Comparison between male & female adolescents in case of educational aspiration

Variable	Gender	Mean	SD	DF	t value	Remark
Educational Aspiration	Male	39.04	10.92	408	4.92	Significant at 0.01 level
	Female	36.13	10.06			

It has been observed that the mean of educational aspiration score of male is 39.04 and SD is 10.92 and mean of educational aspiration of female is 36.13 and SD is 10.06. The statistically calculated value of t ratio is 4.92 which are significant at 0.01 levels with 408 df. Thus the null hypothesis no 2 stated as "There will be significant difference in mean score of male and female adolescents on educational aspiration" stands accepted. So male adolescent more educational aspiration than female adolescent. This result is consistent with the finding Goel (2004) and Vaidya (2006) instigated the effect of gender on educational aspirations and found that there was significant difference in gender and that boy had higher educational aspiration in comparison to girls.



(Signature)
 PRINCIPAL
 Govt. College of Arts & Sciences
 Aurangabad

Table 3 – Comparison between male & female adolescents in case of academic achievement

Variable	Gender	Mean	SD	DF	t value	Remark
Academic Achievement	Male	340.62	66.02	408	2.68	Significant at 0.01 level
	Female	343.14	57.20			

It has been observed that the mean of academic achievement score of male is 340.62 and SD is 66.02 and mean of academic achievement of female is 343.14 and SD is 57.20. The statistically calculated value of t ratio is 2.68 which are significant at 0.01 levels with 408 df. Thus the null hypothesis no 3 stated as “There will be significant difference in mean score of male and female adolescents on academic achievement” stands accepted. So female adolescents more academic achievement than male adolescents. This result is consistent with the finding of Vijayalaxmi and Natesan (2002), Rehman (2003) and Anjum (2007) concluded that a significant difference male and female adolescents in academic achievement. Findings showed that girls had a higher mean academic achievement compared to boys

Conclusion

The findings of the present study are as follows.

1. There is significant difference in mean score of male and female adolescents on general intelligence
2. There is significant difference in mean score of male and female adolescents on educational aspiration.
3. There is significant difference in mean score of male and female adolescents on academic achievement.

References

- Pande, K. S. (2005). A Study Influence of Gender Differences in Perception of Parental Behaviour. *Indian Educational Review*, Vol. 41. No. 2. pp. 118-123.
- Vaidya, S.A. (2006). A Study of Educational Aspiration of Higher Secondary Students in Relation to Different Variables. Ph.D., Education, Gujarat University. Guide: Dr. R.M. Trivedi.
- Vijaylaxmi, N. and Natesan, H., (2002) Factors influencing academic performance. *Research Highlights*, 2: 62.
- Goel, S.P. (2004). Effect of gender, home and environment on educational aspirations. *Journal of Community Guidance and Research*, 21(1), 77- 81



[Signature]
 PRINCIPAL
 Govt. College of Arts & Science
 Aurangabad