



Topic: Achievement of Senior Secondary School Students in Mathematics: The Contribution of Intelligence and Socio Economic Status

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Abstract: The present study aims to study the significant predictors in mathematics achievements among adolescents. Descriptive survey method was used as a research design for the study. The target population of the study was the students studying in senior secondary schools of Hisar district in Haryana. A sample of 130 students was randomly selected out of 7 senior secondary C.B.S.E. schools out of which 69 were males and 59 females. The study revealed that Intelligence emerged as the most significant predictor in mathematics achievement among adolescents. This is in consistent to previous researches conducted by Das (1986), Patel (1997), Kasat (1991), Abdulmajeed (1992) and Fernandez (2011), who reported positive relationship between the intelligence and mathematics achievement.

Keywords: Mathematics Achievement, Intelligence, Socio-Economic Status, Gender, Adolescents.

INTRODUCTION: Education occupies a vital role in the lives of common people. It involves a process of character building, strengthening mind and expansion of intellect. It is the preparation for a complete life. It is a process by which a person gains understanding about himself as well as the environment. It ensures the all-round development of man where he trains himself to fulfill his aims. Through education a child developed his inherent capacities in consonance with his natural environment. "Education is the process by which people's abilities and talents are developed. Education in this broad sense, is also everything that is learned and acquired during lifetime: - habits, knowledge, skills, interests, attitudes and personality." Education is the activity which involves integration and gradual development of individual's abilities. It refers to the acquirement of knowledge and transmitting it to the next generation. It is a means by which an individual gains knowledge, insights and develop attitude or skills. It is a dynamic process that starts from birth. A child learns through his parents and other family members. He collects information from his surrounding environment which is physical and social. He also interacts with his environment. Through his responses one can understand that his development is normal, abnormal and extraordinary. Various children differ in terms of their response at the same biological age because of the development of their perceptive and cognitive skills such as seeing, hearing, smelling, touching and mental processing. The response of children also depends upon their family background/environment. So education is also affected by the environment. It is concerned with methods of teaching and learning in schools as well as the school environment.

Mathematics has become a substantial and integral part of an organized society. Mathematics is fundamental to national prosperity in providing tools for understanding science, engineering, technology and economics. Despite innumerable the usefulness of mathematics in every sphere of our life, there has been a general perception among students that mathematics is one of the most difficult subjects and therefore only intelligent students should opt mathematics at higher level of studies. Students' mathematics achievement is often associated with the future of a country (Baker & LeTendre,2005; Wobmann, 2003). Thus, the desire to understand and identify factors that may have meaningful and consistent relationships with mathematics achievement has been commonly shared among national leaders, policy makers and educators around the world. Various investigators have studied numerous variables which were found accountable for the success

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