

## A COMPARATIVE STUDY OF INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF KASHMIRI AND PAKHTOON STUDENTS

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### ABSTRACT

*The present study was carried out to compare the intelligence and academic achievement of Kashmiri and Pakhtoon students. P.N. Mehrotra's Mixed Type Group Test of Intelligence (MGTI) was administered on a group of 120 students to find out their intelligence and the aggregate percentage of marks of students as indicator of academic achievement. Mean, Standard Deviation and test of significance were calculated and the result revealed significant mean differences between the two groups under empirical study.*

**Keywords:** Academic achievements, Intelligence, Kashmiri Students, MGTI, Pakhtoon Students,

### Introduction

Man is bestowed with certain mental abilities, which make him a rational being. Man can reason, understand and adapt himself to new situations. Man, by using his mental power is superior to all other living beings. But differences of mental powers do persist within human family. Some can grasp and learn quickly whereas others are slow in learning.

Human intelligence has been defined in various ways as a capacity for comprehension and reasoning. It is the ability to profit from experience to absorb new information and to react reasonably to new situation. It builds up the ability to solve emergent problems. Stern defined intelligence as, "A general capacity of an individual consciously to adjust his thinking to new environment."

Buckingham defined intelligence succinctly, "Intelligence is the learning ability."

Intelligent pupils show rapid progress in academic achievement. Academic achievement is of paramount importance. It has been indicated that a good number of variables such as personality characteristics of the learners, the organizational climate of the school, curriculum planning, teaching-learning setup, variables arising out of home influences achievement in different degrees. Each of them is actually a cluster of variables, which separately or on interaction with others can influence over individual's academic achievements. Both nature and nurture play a combine the role in making an achieving individual.

Man is primarily distinguishable from other living beings because he is bestowed with higher intelligence which facilitates him to solve problems, think abstractly, comprehend complex ideas, learn quickly and learn from experiences. An intelligent individual reflects a broader and deeper capability of comprehending the surroundings-"catching on," making sense of things' or "figuring out" what to do and what not to do.

The growing concern of researchers, to understand ethnic groups, cultural diversity, has generated a demand for cross-cultural studies. The characteristics of these studies is their comparative nature i.e., they involve a comparison across two different cultures on a focal phenomenon. Such studies are very important

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as these help the members of the teaching community to plan an all-round curriculum that lead the students to uncover, understand and practice the processes and think independently .A considerable number of studies have been undertaken, but none on the cross-cultural comparison of Kashmiri and Pakhtoon students. It is against this background that the investigators felt necessary to select the study of intelligence and academic achievement of ethnic groups.

### **Statement of the problem**

The problem of the present study was formulated as under:

*"A comparative Study of Intelligence and Academic achievement of Kashmiri and Pakhtoon students"*

### **Objectives**

The objectives of the present study read as under:

1. To measure the intelligence of Kashmiri and Pakhtoon school going boys and girls.
2. To measure the academic achievement of Kashmiri and Pakhtoon school going boys and girls.
3. To compare the intelligence of boys and girls of Kashmiri and Pakhtoon schools.
4. To compare the academic achievement of boys and girls of Kashmiri and Pakhtoon schools.

### **Hypotheses**

1. There is a significant mean difference between Kashmiri and Pakhtoon students on intelligence test
2. There is a significant mean difference between Kashmiri boys and girls on intelligence test.
3. There is a significant mean difference between Pakhtoon boys and girls on intelligence test.
4. There is a significant mean difference between Kashmiri boys and Pakhtoon boys on intelligence test.
5. There is a significant mean difference between Kashmiri girls and Pakhtoon girls on intelligence test.
6. There is a significant mean difference between Kashmiri and Pakhtoon students on academic achievement.
7. There is a significant mean difference between Kashmiri boys and girls on academic achievement.
8. There is a significant mean difference between Pakhtoon boys and girls on academic achievement.
9. There is a significant mean difference between Kashmiri boys and Pakhtoon boys on academic achievement.
10. There is a significant mean difference between Kashmiri girls and Pakhtoon girls on academic achievement.

### **Sample**

The sample of the present study comprised of 120 Kashmiri and Pakhtoon students (both boys and girls) drawn from the government schools in the Kashmir valley.

### **Tool used**

The tools for the present study were selected in a manner to achieve optimum level of confidence by the investigator for the accomplishment of the objectives of the study. The investigator selected the following tools

to collect the relevant data.

1. Mehrotras Mixed Type Group Test of Intelligence.
2. Aggregate percentage of marks as indicator of academic achievement.

P. N. Mehrotra devised Mixed Type Group Test of Intelligence as the first Indian test on intelligence on Wechsler line. It includes mixed item of verbal and non-verbal type in equal number. It measures I.Q. of 10 to 18 year adolescents within 20 minutes. Verbal part of the Test contains analogy, number series, classification vocabulary and reasoning whereas Nonverbal test contains analogy, arrangement, classification, digit symbol and part fitting tests.

### Statistical Treatment

The data collected was subjected to the following statistical treatment:

1. Mean
2. Standard Deviation(S.D.)
3. t-test

### Analysis and Interpretation

In order to achieve the objectives formulated for the present study, the data collected has been tabulated as under

**Table : 1**

**Showing Significance of mean difference between Kashmiri and Pakhtoon students on intelligence test**

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri Boys	60	59.11	4.39	2.10	Significant at .05 level
Pakhtoon Boys	60	60.46	2.51		

The above table shows the significance of mean difference between Kashmiri and Pakhtoon students towards intelligence test and depicts that the calculated t-value (2.10) exceeds the tabulated t-value, which indicates the significance at .05 level. The result of the present study indicates that Kashmiri and Pakhtoon students have different intelligence and Kashmiri students are more intelligent than Pakhtoon students.

**Table: 2**

**Showing Significance of mean difference between Kashmiri boys and girls on intelligence test**

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri Boys	30	56.23	5.7	5.1	Significant at .01
Kashmiri Girls	30	62	2.38		

The above table shows the significance of mean difference between Kashmiri boys and girls and depicts that the difference is significant, as our calculated t-value (5.1) exceeds from the tabulated t-value, which indicates the significance at .01 levels. This confirms that the attitude of boys and girls towards intelligence is not similar.

**Table: 3****Showing Significance of mean difference between Pakhtoon boys and girls on intelligence test**

Group	N	Mean	S.D	t-value	Level of significance
Pakhtoon Boys	30	58.8	1.92	5.2	Significant at .01
Pakhtoon Girls	30	62.13	2.98		

The above table shows the significance of mean difference between Pakhtoon boys and girls and reveals that the difference is significant, as our calculated t-value(5.2) exceeds from the tabulated t-value, which indicates the significance at .01 level. This confirms that the attitude of boys and girls towards intelligence is not similar.

**Table:4****Showing Significance of mean difference between Kashmiri boys and Pakhtoon boys on intelligence test**

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri boys	30	56.23	5.7	2.35	Significant at .05
Pakhtoon boys	30	58.8	1.92		

The above table shows the significance of mean difference between Kashmiri boys and Pakhtoon boys depicts that the difference is significant, as our calculated t-value (2.35) exceeds from the tabulated t-value, which indicates the significance at .05 level. This confirms that the attitude of Kashmiri boys and Pakhtoon boys towards intelligence is not similar.

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri girls	30	62.00	2.38	0.11	Not significant
Pakhtoon girls	30	62.13	5.7		

**Table: 5****Showing Significance of mean difference between Kashmiri girls and Pakhtoon girls on intelligence test**

The above table shows the significance of mean difference between Kashmiri girls and Pakhtoon girls on intelligence test and depicts that the calculated t-value(0.11) is less than the tabulated t-value at .01 and .05 level of significance. This result indicates that the Kashmiri girls and Pakhtoon girls have similar intelligence.

**Table :6****Showing Significance of mean difference between Kashmiri and Pakhtoon students on academic achievement**

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri	60	64.04	20.04	1.28	Not Significant
Pakhtoon	60	60.02	18.04		

The above table shows the significance of mean difference between Kashmiri and Pakhtoon students on academic achievement and show that the difference is not significant, as our calculated t-value(1.28)is less than the tabulated t-value at .01 and .05 level of significance. This confirms that both Kashmiri and Pakhtoon students show similar academic achievement.

**Table:7**

**Showing Significance of mean difference between boys and girls of Kashmiri schools on academic achievement**

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri Boys	30	56.06	9.69	1.36	Not Significant
Kashmiri Girls	30	52.04	12.33		

The above table shows the significance of mean difference between Kashmiri boys and girls on academic achievement and indicates that the difference is not significant, as our calculated t-value(1.36) is less than the tabulated t-value at .01 and .05 level of significance .This confirms that both boys and girls show similar academic achievement.

**Table:8**

**Showing Significance of mean difference between boys and girls of Pakhtoon schools on academic achievement**

Group	N	Mean	S.D	t-value	Level of significance
Pakhtoon Boys	30	54.04	10.22	1.37	Not Significant
Pakhtoon Girls	30	58.0	12.24		

The above table shows the significance of mean difference between boys and girls of Pakhtoon community on academic achievement and indicates that the difference is significant, as our calculated t-value (1.37) is less than the tabulated t-value at .01 and .05 level of significance. The results confirm that the Pakhtoon boys and girls show similar academic achievement.

**Table :9**

**Showing Significance of mean difference between Kashmiri boys and Pakhtoon boys on academic achievement**

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri boys	30	56.06	9.69	0.77	Not Significant
Pakhtoon boys	30	54.04	10.22		

The above table shows the significance of mean difference between Kashmiri boys and Pakhtoon boys on academic achievement and indicates that the calculated t-value (0.77)is less than the tabulated t-value at .01 and .05 level of significance at .01 level. The results confirm that the Kashmiri boys and Pakhtoon boys show similar academic achievement.

**Table :10**  
**Showing Significance of mean difference between Kashmiri girls and Pakhtoon girls on academic achievement**

Group	N	Mean	S.D	t-value	Level of significance
Kashmiri girls	30	52.04	12.33	1.86	Not Significant
Pakhtoon girls	30	58.02	12.24		

The above table shows the significance of mean difference between Kashmiri girls and Pakhtoon girls on academic achievement and depicts that the difference is not significant, as our calculated t-value (1.86) is less than the tabulated t-value at .01 .05 level of significance. This confirms that the Kashmiri girls and Pakhtoon girls show similar academic achievement.

### Conclusions

On the basis of analysis, interpretation and discussion; certain indications can be delineated which are given as under:

- Kashmiri students are more intelligent than the Pakhtoon students.
- The girls of Kashmiri and Pakhtoon schools are more intelligent than the boys of the respective schools.
- The Kashmiri boys are more intelligent than the Pakhtoon boys.
- The Kashmiri girls are more intelligent than Pakhtoon girls.
- Kashmiri students showed better academic achievement than Pakhtoon students.
- Kashmiri boys showed better academic achievement than Pakhtoon boys.
- Kashmiri girls showed better academic achievement than the Pakhtoon girls.
- Boys and girls of Kashmiri schools showed similar academic achievement.

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