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## MENTAL ABILITY AND ACHIEVEMENT IN ENGLISH OF HIGHER SECONDARY STUDENTS

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### Abstract:

*The personality make up of an individual is decided by the complex interaction between the climate created by the environmental factors and the basic abilities he/she possesses. Through education, attempts are made to bring out behavioural changes in the individuals with regard to cognitive, affective and psychomotor developments. Mental health is an ability to be comfortable in any situation and to carry on the routine activities successfully. In the present study the researcher made an attempt to explore how the mental ability influences the higher secondary students to achieve in English.*

### KEY WORDS:

Mental ability, Achievement.

### INTRODUCTION

Man has the ability to think. He remembers his or others past experiences. He shows appropriate reactions to situations and takes meaningful decisions in that background. He analyses problems and finds solutions. He can logically construct new ideas. Generally the persons with more mental ability perform better in their tasks. The mental ability is directly related with the achievement of the students. Academic achievement depends on certain native traits as well as a variety of acquired abilities and adjustments.

### THEORETICAL FRAMEWORK

#### Mental ability

Mental ability is the power to learn or retain knowledge and the ability to understand the facts. Mental ability is a general capacity of an individual consciously to adjust his thinking to new requirements. Intelligence consisted of eight primary abilities (Thurstone, 1938). All these abilities have been proved to be correlated with one another.

Benjamin Bloom(1969) referred application, analysis, synthesis and evaluation of the cognitive domain as mental abilities.

#### Achievement

Achievement is a general term for the successful attainment of some goal requiring a certain effort, the degree of level of success in some specified area or in general. It is the knowledge acquired and skills developed in school subjects generally indicated by marks obtained in test and examinations. Dictionary of Education (Good, 1959) defined achievement as, "Accomplishment or proficiency of

performance in a given skill or body of knowledge”.

Good (1959) defines academic achievement as “the knowledge attained or skills developed in the school subjects, usually determined by test score or by mark assigned by teachers or both”.

#### **SIGNIFICANCE OF THE STUDY**

The mental ability plays a vital role in promoting the achievement of the students. It helps the students to understand the principals, problems and to solve the day to day life problems. It is believed that the adolescent stage correspondingly the higher secondary school stage have got significant role in one's life. The achievement of the students at this stage depend many reasons such as family, socio-economic status, mental health, mental ability, school environment and so on. The academic achievement of the students is likely to be influenced by the mental ability. So the investigator was interested in knowing the relationship between higher secondary school student's mental ability and their academic achievement in English.

#### **OBJECTIVES OF THE PRESENT STUDY:**

The main objectives of the present study are:

- 1.To find out whether there is any significance difference between male and female higher secondary school students in their mental ability.
- 2.To find out whether there is any significance difference between rural and urban higher secondary school students in their mental ability.
- 3.To find out whether there is any significance difference between male and female higher secondary school students in their achievement in English.
- 4.To find out whether there is any significance difference between rural and urban higher secondary school students in their achievement in English.
- 5.To find out whether there is any significance relationship between mental ability and achievement in English of higher secondary students.

#### **METHOD USED IN THE STUDY**

Survey method has been used in the present study. The study was conducted on higher secondary students from various schools situated in the cuddalure District of Tamilnadu, India. The sample size was 300. It was selected by using stratified random sampling technique. This study tried to find out the relationship between mental ability and achievement in English of higher secondary students.

#### **The tools used for study were:**

1. General Mental Ability Test (2008) constructed and standardized by the investigator.
2. An achievement test in English constructed by the investigator.

**Data Analysis:** Statistical techniques such as Descriptive analysis, Differential analysis and Correlation analysis were employed to analyze the data.

**Hypothesis 1.** There is no significant difference between male and female higher secondary school students in their mental ability.

**Table 1:** Difference between male and female higher secondary school students in their mental ability.

Variables	N	mean	S.D	df	CR	Significance at 0.01 level
MALE	160	31.74	6.62	298	5.31	SIGNIFICANT
FEMALE	140	35.83	6.69			

The above table indicates that there is significant difference between male and female students in respect of their mental ability (CR=-5.31. it is significant at 0.01 level). It is concluded that male and female higher secondary students differed significantly in their mental ability. While comparing the mean scores, the female students are better than the male students in their mental ability.

**Hypothesis 2.** There is no significance difference between rural and urban higher secondary school students in their mental ability.

**Table 2:** Difference between rural and urban higher secondary school students in their mental ability.

Variables	N	mean	S.D	df	CR	Significance at 0.01 level
Urban students	160	34.19	6.71	298	1.44	NOT SIGNIFICANT
Rural students	140	33.03	7.20			

The above table indicates that there is no significant difference between urban and rural students in respect of their mental ability. (CR=-1.44. at 0.01 level it is not significant) It is concluded that urban and rural higher secondary students do not differ significantly in their mental ability.

**Hypothesis 3:** There is no significant difference between male and female higher secondary school students in their achievement in English.

**Table 3:** Difference between male and female higher secondary school students in their achievement in English

Variables	N	mean	S.D	df	CR	Significance at 0.01 level
MALE	160	377.86	78.25	298	5.97	SIGNIFICANT
FEMALE	140	431.49	76.86			

The above table indicates that there is significant difference between male and female students in respect of their achievement in English (CR=-5.97. it is significant at 0.01 level). It is concluded that male and female higher secondary students differed significantly in their achievement in English. While comparing the mean scores, the female students are better than the male students in their achievement in English.

**Hypothesis 4:** There is no significant difference between rural and urban higher secondary school students in their achievement in English.

**Table 4:** Difference between rural and urban higher secondary school students in their achievement in English.

Variables	N	mean	S.D	df	CR	Significance at 0.01 level
Urban Students	160	413.69	81.43	298	2.46	SIGNIFICANT
Rural Students	140	390.54	81.14			

The above table indicates that there is significant difference between urban and rural students in respect of their achievement in English (CR=2.46. it is significant at 0.01 level). It is concluded that urban and rural students differed significantly in their achievement in English. While comparing the mean scores, the urban students are better than the rural students in their achievement in English

**Hypothesis 5:** There is no significant relationship between the mental ability and achievement in English of the higher secondary school students.

**Table 5:** Relationship between the mental ability and achievement in English of the higher secondary school students.

Variables	N	'Calculated 'r' value	df	Table Value at 0.01 level	Remarks
Mental ability and Achievement in English	300	+0.923	298	0.148	Significant

The above table indicates that the calculated 'r' value is greater than the table value at 0.01 level. Therefore the null hypothesis is rejected and it is concluded that there is a significant relationship between mental ability and achievement in English of the higher secondary students.

**FINDINGS**

1. There is a significant difference between the male and female higher secondary students in respect of their mental ability. Moreover, the female students are found to be better than the male students in their mental ability.
2. There is no significant difference between urban and rural higher secondary students in respect of their mental ability.

3. There is a significant difference between the male and female higher secondary students in respect of their achievement in English. Moreover, the female students are found to be better than the male students in their achievement in English.
4. There is a significant difference between urban and rural higher secondary students in respect of their achievement in English. Further the urban students are better than the rural students in their achievement in English.
5. There is a significant relationship between mental ability and achievement in English of the higher secondary students.

#### CONCLUSION

The study has revealed that majority of the higher secondary students were having a high level mental ability. The male and female students differ in their mental ability and in their achievement in English. The female students are having high level mental ability and high achievement in English. The urban students are achieved high in English than the rural students but there is no such difference in their mental ability. The research reveals that there is a relationship between mental ability and the achievement in English of the Higher Secondary Students.

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