RESEARCH ARTICLE

INFLUENCE OF INTELLIGENCE QUOTIENT ON THE ACADEMIC ACHIEVEMENT OF STUDENTS.

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Abstract

Introduction:

Intelligence is a person’s capacity for logical/abstract thought, self-awareness, understanding, communication, emotional knowledge, planning, learning, memory, creativity and the problem solving (Weinberg 1989). And an intelligence quotient (IQ) is the score derived from the several standardized tests that are designed for assessing human intelligence.¹ It is observed that average IQ is rising steadily, year by year, and all over the world (tendency known as the Flynn effect).² IQ score is the criterion for assessing and judging academic achievement of individual students and their learning outcome in studies.³ On the other hand academic achievement is the way of knowing the learning of different individual and is found to be bound up with and dependent upon intelligence.⁴ The relationship between the academic achievement and intelligence has always been the area of interest of researchers. Some have found that there is a strong association between the general cognitive-ability and achievement in academics. Psychologist Alfred Binet too developed the test to measure intellectual skills IQ.⁵ Modern intelligence tests have been designed to predict how well individual students are likely to perform in the classroom and similar situations. Academic achievement is extent to which students have achieved their educational goals that is generally assessed by continuous assessment and/or examinations.⁶ Studies repeatedly shown that performance on intelligence tests is correlated with the school performance/achievement.⁷,⁸ Average children having higher IQ scores do better on school grades, perform better on standardized achievement tests, and complete more years of education.⁹ Also, there are many studies conducted a study on IQ with relation to gender difference¹⁰,¹¹ The researchers too conducted certain comparative studies among various regional/racial differences on intelligence and academic achievement.¹²,¹³ As new research concludes that IQ scores are partly a measure of motivation a child to do well on the test which harnessing that motivation might be as important to later success as so-called native intelligence.¹⁴ The intelligence is usually measured by the verbal skills, numerical skills, logic reasoning, creativity and memorization skills.¹⁵ Intelligence is a cognitive problem solving skill, which is one of the most important factor that have an influence on the academic achievement of the students (Harri 1961). According to Laidra Pullmann and Allik (2007), IQ and academic achievement are identical constructs while some believe that IQ and academic achievement are reciprocal. While certain studies stated that aspects of the intelligence were not related with academic

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achievement and there is no significant association of IQ with the academic achievement as many factors like motivation, family’s resources, parental support too play a vital role in academic achievement.

Extensive researches have already been conducted to find the correlation between IQ and academic achievement. However, the relationship of the intelligence scores obtained in IQ test and the school achievement is, of course, critical. Thus the need was felt to find out the correlation between IQ and academic achievement among the students.

Material and Methods:-
The correlational study was conducted on 200 B.sc (N) 4th year students studying three selected nursing colleges of Ludhiana, Punjab. Total enumerative sampling technique was employed to collect data from the students of the colleges.

Inclusion & Exclusion criteria:-
Inclusion criteria: Students who were studying in B.Sc. (N) 4th year in selected colleges and were willing to participate in the study. Exclusion criteria: Students who were not present at the time of data collection.

Tool for data collection:-
The tool for the data collection consisted of three parts: I. Socio-demographic profile, II. Advanced Raven’s Progressive Matrices Test (1989) and III. Academic achievement profile.

I. Socio-demographic profile: it includes socio-demographic and socio-economic characteristics like: age, gender, ordinal position in the family, religion, father’s education and mother’s education and major sources of financial support for education and certain schooling details.

II. The Advanced Raven’s Progressive Matrices Test (1989): IQ is assessed using Advanced Raven’s Progressive Matrices Test, which is a psychometric test used to measure intelligence. IQ is assessed according to scores given by J Ravens, J C Ravens and J H Court. Reliability of tool was 0.91. (Raven, Raven, & Court, 1999) There are 5 standardized categories to classify the subjects according to their IQ i.e. 70-79 (Borderline), 80-89 (Below average), 90-109 (Average), 110-119 (Bright normal), 120-129 (Superior).

III. Academic achievement profile: assessed the academic performance of students. It includes marks obtained by students in 1st year, 2nd year, 3rd year, percentage of 1st year, 2nd year and 3rd year and their marks aggregate from all the three years that was out of 2200.

Method for data collection:-
The methods adopted for data collection are self report and records (detail marks sheet) for the marks obtained by students in last 3 years i.e. from B.Sc. (N) 1st year to B.Sc. (N) 3rd year. The study was conducted in 2016.

Ethical considerations:-
A written permission to conduct the study and ethical permission was taken from the principals of all the respective colleges. Also, informed consent was taken from the participants. Anonymity of participants and confidentiality of information was maintained. Descriptive and inferential statistics (t-test and ANOVA) were used to analyze and interpret the primary data.

Results:-
I. Socio-demographic profile of the subjects:
Table 1 depicts the distribution of subjects as per their socio-demographic and socio-economic characteristics. As per age, most of the subjects 120 (60%) were of 20-21 years and the mean age was 21.39±0.68 years. Majority of the subjects i.e. 194 (97%) were females, 110 (55%) living in rural area and belonged to Sikh religion 154 (70%). Also, most of the subjects i.e. 140 (70.0%) belonged to upper middle class (II) (according to Kuppuswamy’s scale 2014) and the major sources of financial support for education were parents and family i.e. 189 (94.5%).

Table 3 depicts the percentage distribution of subjects as per the educational characteristics and their association with IQ and academic achievement. It shows that out of 200 subjects, most of them i.e. 155(77.5%) studied in
private school. Most of the subjects i.e. 117(58.5%) have completed their schooling from P.S.E.B. board followed by C.B.S.E. board 76(38%) and rest from others. The majority 160(80%) have completed schooling in English medium.

II. Association of IQ and academic achievement with socio-demographic characteristics: Table II represents the association of IQ and academic achievement with gender, ordinal position in the family, father’s education and mother’s education. The data obtained indicates that the male students have higher IQ i.e. 108.83±9.02 (p=0.24), though non-significantly higher than females. On the other hand, academic achievement was higher among females i.e. 1512.89±73.9 (p=0.000) which indicates significant association. As for the ordinal position in family, it has significant association (p=0.01) with IQ and academic achievement both. The subjects having second position in family have higher IQ as well as significantly better academic achievement i.e. 104.94±8.88 (p=0.54) and 1521.89±73.33 (p=0.01) respectively.

The association of IQ with father’s education indicates that the students whose fathers were graduate and above have significantly higher IQ (104.89±10.25; p=0.005) as compared to others but its association with academic achievement is quite non-significant (p=0.53). Association with mother’s education indicates that its association with subject’s IQ comes out to be non-significant but its association with academic achievement was significant as academic achievement of the subject having mother’s education upto higher secondary were significantly higher i.e. 1517.22±71.15 (p=0.01).

Hence, it was inferred that the subjects whose father’s education was graduate and above had higher IQ, and the students whose mother’s education was higher secondary had high academic achievement.

Table 3 also depicts the association of IQ and academic achievement with schooling /educational factors, the results indicates that the subjects whose schooling were from private schools had higher IQ and academic achievement i.e. 103.34±11.09 (p=0.99) and 1516.40±74.46 09 (p=0.01) respectively. Thus, indicating significant association of schooling with academic achievement.

Association with board of education during schooling indicates that subjects who had done their schooling from C.B.S.E. board having higher IQ and significantly higher academic achievement i.e. 106.11±9.68 (p=0.06) and 1519.47±70.57 (p=0.02) respectively. Thus, indicating significant association of board of education with the academic achievement. Association with medium of education during schooling indicates that the subjects who have English medium of education, have higher IQ and academic achievement i.e. 103.80±11.70 (p=0.43) and 1515.56±76.40 (p=0.06) respectively. But no statistically significant association with IQ or academic achievement was found. Hence, it was concluded that the subjects who had studied in private school, had C.B.S.E. board had higher academic achievement and it was found statistically significant.

III. Levels of IQ among subjects
Table 4 and figure 1 show that almost half number of subjects i.e. 93(48.5%) had average IQ. In fact, only 5(2.5%) falls in category of superior (120 – 129), 77(33.5%) subjects had bright normal, 14(7%) subjects hold the category of below average and 11(5.5%) falls in category of borderline.

IV. Levels of academic achievement among subjects
Table 5 and figure 2 show the percentage distribution of subjects as per their level of academic achievement. The data reveals that 125(62.5%) subjects falls in category of II division i.e. 60- 69% marks. 72(36%) were in category of I division i.e. 70% - 79% marks and 3(1.5%) acquired distinction which means 80% and above. Hence, most of the subjects had acquired II division.

V. Correlation between IQ and academic achievement of subjects
Table 6 depicts the relationship between IQ and academic achievement. The correlation between IQ level and academic achievement was found weakly positive i.e. r = 0.152 (p=0.031). It can be thus concluded that, the students who have more score of IQ had higher academic achievement.

Hence, analysis revealed statistically significant weak positive relationship between IQ and academic achievement. Figure 3 is the scatter diagram depicting the relationship between IQ and academic achievement. It elaborates the fact that higher the scores of IQ, higher is the academic achievement. Though it is weakly positive correlation.
Table 1: Distribution of subjects as per their socio-demographic and socio-economic characteristics.  

| Socio-demographic characteristics | f (%) |
|-----------------------------------|-------|
| **Age (in years)**                |       |
| 20-21                             | 120 (60.0) |
| 22-23                             | 79 (39.5)  |
| 24-25                             | 01 (0.50)  |
| **Gender**                        |       |
| Female                            | 194 (97.0) |
| Male                              | 06 (3.00) |
| **Habitat**                       |       |
| Rural                             | 110 (55.0) |
| Urban                             | 90 (45.0) |
| **Religion**                      |       |
| Hindu                             | 41 (20.5) |
| Sikh                              | 154 (77.0) |
| Muslim                            | 02 (1.00) |
| Christian                         | 03 (1.50) |
| **Socio-economic status (according to Kuppuswamy’s scale 2014)** |       |
| Upper (I)                         | 38 (19.0) |
| Upper middle (II)                 | 140 (70.0) |
| Middle/Lower middle (III)         | 22 (11.0) |
| **Major sources of financial support for education** |       |
| Parents and family                | 189 (94.5) |
| Relatives                         | 04 (2.00) |
| Loan                              | 07 (3.50) |

N=200  
Mean age ±S.D= 21.39±0.68 yrs  
Maximum age=24 yrs, minimum age=20 yrs

Table 2: Association of socio-demographic characteristics with I.Q. and academic achievement.  

| Socio-demographic characteristics | f (%) | I.Q. Mean± SD | Academic achievement (Mean± SD) |
|-----------------------------------|-------|---------------|---------------------------------|
| **Gender**                        |       |               |                                 |
| Female                            | 194 (97.0) | 103.16±11.66 | 1512.89±73.90                   |
| Male                              | 06 (03.0) | 108.83±9.02   | 1379.83±73.595                  |
| t= 1.178, p=0.240 NS              |       | t= 4.344, p=0.000 * |                             |
| **Ordinal position in family**    |       |               |                                 |
| First                             | 97 (48.5) | 102.23±11.41 | 1514.00±75.61                   |
| Second                            | 66 (33.0) | 104.94±8.88  | 1521.89±73.33                   |
| Third                             | 30 (15.0) | 103.47±13.95 | 1476.73±75.92                   |
| Fourth                            | 07 (03.5) | 103±12.80     | 1453.57±93.6                    |
| F=0.714, p=0.545 NS               |       | F=3.864, p=0.010 * |                             |
| **Father’s education**            |       |               |                                 |
| Illiterate                        | 02 (1.00) | 76.00±0.0     | 1433.50±16.26                   |
| Elementary                        | 48 (24.0) | 102.75±12.21 | 1505.92±70.62                   |
| Higher secondary                  | 79 (39.5) | 102.99±11.76 | 1512.97±85.67                   |
| Graduate and above                | 71 (35.5) | 104.89±10.25 | 1508.51±72.11                   |
| F=4.395, p=0.005 *                |       | F=0.732, p=0.534 NS |                             |
| **Mother’s education**            |       |               |                                 |
| Illiterate                        | 06 (3.00) | 104.50±16.34 | 1418.17±21.70                   |
| Elementary                        | 46 (23.0) | 103.26±11.95 | 1514.04±81.20                   |
| Higher secondary                  | 103 (51.5) | 103.37±11.17 | 1517.22±71.15                   |
| Graduate and above                | 45 (22.5) | 103.18±12.00 | 1496.69±83.17                   |
| F=0.23, p=0.995 NS                |       | F=3.760, p=0.012 * |                             |

NS = Non-Significant, * = Significant
Table 3: Association of IQ and academic achievement with educational factors.

| Educational factors/characteristics | f | I.Q. Mean± SD | Academic achievement Mean± SD |
|------------------------------------|---|---------------|-----------------------------|
| **Schooling during education**     |   |               |                             |
| Government                         | 45 | 103.33± 13.38 | 1483.07±81.43               |
| Private                            | 155| 103.34± 11.09 | 1516.40±74.46               |
| t= 0.001, p=0.999 NS               |   | t= 2.588, p=0.010 * |
| **Board of education during schooling** |   |               |                             |
| P.S.E.B.                            | 117 | 101.57± 12.53 | 1505.14±78.74               |
| C.B.S.E.                            | 76  | 106.11± 9.68  | 1519.47±70.57               |
| I.C.S.E.                            | 04  | 104.75± 7.45  | 1509.25±90.61               |
| L.A.U.S.D.                          | 03  | 100.00± 14.73 | 1387.33±78.94               |
| F= 2.495, p=0.061 NS               |   | F= 3.151, p=0.026 * |
| **Medium of education during schooling** |   |               |                             |
| English                            | 160 | 103.80± 11.70 | 1515.56±76.40               |
| Hindi                              | 02  | 96.50± 24.74  | 1405.00±70.71               |
| Punjabi                            | 38  | 101.74± 12.92 | 1495.08±90.11               |
| F=0.833, p = 0.436 NS             |   | F=2.82, p = 0.062 NS |

*N=200

* = Significant, NS = Non-Significant

Table 4: Distribution of subjects as per their IQ scores.

| IQ Range | Classification | f (%) |
|----------|----------------|-------|
| 120 to 129 | Superior   | 05 (02.5) |
| 110 to 119 | Bright normal | 77 (33.5) |
| 90 to 109  | Average      | 93 (48.5) |
| 80 to 89   | Below average | 14 (07.0) |
| 70 to 79   | Borderline   | 11 (05.5) |

Mean ± S.D= 103± 11.77

Maximum score: 135
Minimum score: 65

Figure 1: Distribution of subjects as per level of IQ.
Table 5: Distribution of subjects as per their academic achievement.

| Range of scores (percentage) | Levels of academic achievement | f(%) |
|-----------------------------|---------------------------------|------|
| 80 & above                  | Distinction                     | 03(1.5) |
| 70-79                       | 1st division                    | 72(36)  |
| 60-69                       | 2nd division                    | 125(62.5) |

Maximum score: 2200
Minimum score: 0
Mean ± S.D= 1510.57 ±79.85

Figure 2: Percentage distribution of subjects as per their level of academic achievement.

Table 6: Correlation between IQ and academic achievement of subjects

| Category                  | Mean ± S.D       | Correlation coefficient (r) | p value |
|---------------------------|------------------|-----------------------------|---------|
| IQ                        | 103.33±11.61     | 0.152                       | 0.031*  |
| Academic achievement      | 1510.16±79.85    |                             |         |

*Significant (p≤0.05)
Discussion:-
The analysis of socio-demographic profile of the subjects revealed that 60% were from age group of 20-21 year, majority of them 97% were females, 70% students belongs to upper middle socioeconomic status. Parents of most of the subjects were educated.

In present study, it was inferred that the subjects whose father was graduate and above had higher IQ, and the students whose mothers education was higher secondary had higher academic achievement. While Forough H et al. (2010) revealed no association of academic achievement and the educational status of parents.

Assessing the IQ and academic achievement among the students
According to the findings of present study, it can be concluded that maximum of the subjects 93(48.5%) falls in category of average IQ with an IQ range (90-109). Similar conclusion was drawn by Bharathi U et al. (2015) in Andhra Pradesh as the results show that most of the subjects 38.42% fall in the category of average IQ.

Our study revealed that males had more IQ than females but it was found statistically insignificant. Similarly Habibollah Net al. (2011) reported that there was significant relationship between IQ with gender difference i.e. males had more IQ than females. On the other hand the academic performance of the females was significantly better than males. Similar findings were reported by Joseph A et al. However the contrary findings were reported by Dania et al. (2015) stating no significant difference of gender of students’ on academic achievement.

Assessing the relationship of IQ and academic achievement
The present study indicates statistically significant weak positive relationship between IQ and the academic achievement (r=0.152, p=0.03). Related to this, there varied results were reported by different studies. A study by Afshaan A (2007) on academic achievement in relation to IQ on 180 students of seventh standard studying in a high school revealed that there was a positive relationship between the IQ and academic achievement at p=0.01 similar results were reported by certain another researchers. On the contrary, Kulkarni SD et al. (2010) and Naderi H et al.(2009) found that there was no significant relationship between IQ and academic achievement p≤0.5

Conclusion:-
According to the findings of present study it can be concluded that majority of the subjects had average IQ and 2nd division of academic level. And there was a weak positive correlation between IQ and academic achievement though significant. And IQ was found to be significantly associated with father’s education and academic achievement was significantly associated with gender, mother’s education, ordinal position in family, school of education and board of education.
Recommendations:-
A similar study can be conducted on large sample and different settings to validate and generalize its findings. An exploratory study can be conducted to assess the other factors contributing to academic achievement.

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