



Socio-Economic Status and Intelligence among Muslim and Non-Muslim Adolescents: A Comparative Study

Aftab A. Ansari

CTE -MANUU, Darbhanga (Bihar)

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Abstract

The world is becoming more and more competitive. Quality of performance has become the key factor for the personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. Intelligence, one of the important cognitive variables has been studied by a large number of researches corroborative evidence to prove the intelligence is a correlate of achievement was obtained by those which have considered intelligence as contributing towards achievement. It has been accepted that environment both in and outside the school in which the child grows has a great influence on the academic achievement of the students. Researchers have attempted to find out the role of several these variables. The study of adolescent's development is important because of a scholarly interest. The term adolescent is used to denote a period of human life during which the growing person makes the transition from childhood to adulthood.

Key Words: *Socio-Economic Status, Intelligence, Muslim and Non-Muslim Adolescents.*

Introduction

The world is becoming more and more competitive. Quality of performance has become the key factor for the personal progress. Parents desire that their children climb the ladder of performance to as high a level as possible. The desire for high level of achievement put a lot of pressure on students, teachers, and schools and in general, the educational system itself. In fact the whole system of education revolves round the academic achievement of students, though various other outcomes are also expected from it. Thus, ample of time and effort of the school are used for helping students to achieve better in their scholastic endeavors. Achievement is the end-product of all educational endeavors. The main concern of all educational efforts is to see

the learner's achievement. Achievement of the learners is associated with a number of factors related to personal, social, economic, emotional, educational and institutional areas. In regard to the personal factors intelligence is highly important.

Intelligence, one of the important cognitive variable has been studied by a large number of researches corroborative evidence to prove the intelligence is a correlate of achievement was obtained by those which have considered intelligence as contributing towards achievement are – Agrawal (1973), Das (1975), Grijija (1980), Shanmugasundram (1983), Singh (1983), Deshpandey (1984), Chhikra (1985), Mitra (1985), Das (1986), Patil (1984), Singh (1984), Swain (1984), Kumar (1986), Mehna (1986), Mehrotra (1986), Mishra (1986) and Singh (1986). All these studies have shown that the intelligence in general, is a factor contributing towards achievement. Dixit (1985) made a comparative statement of the academic achievement and intelligence of adolescents boys and girls. Among them, Socio-Economic Status is the most commonly studied variable. Shukla (1984), Mehrotra (1986), and Singh (1986), showed the positive relationship between Socio-Economic Status academic achievements of the students.

It has been accepted that environment both in and outside the school in which the child grows has a great influence on the academic achievement of the students. Researchers have attempted to find out the role of several these variables. Among them, Socio-Economic Status is the most commonly studied variable. Shukla (1984), Mehrotra (1986), and Singh (1986), showed the positive relationship between Socio-Economic Status and academic achievements of the students.

Srivastava and Ramaswamy (1986) found that SES has positive and significant influence on achievement in mathematics. Adolescents of high socio-economic status possessed high scholastic achievement according to Sharma (1984). In the study Sontakey (1986), the high achievers hailed from highly educated family. Trivedi (1987) showed that students belonging to upper SES group had better academic achievement than students belonging to lower socio-economic status group. Rajput (1984) established that SES of students affected their achievement, significantly. Ganadevan (2007) studied the social intelligence of higher secondary students and the result that higher secondary students whose parents vary in their income significantly differ in their level of social intelligence.

The studied indicated above revealed that both SES and Intelligence are very important variables which affect the academic achievement of the students. Little attention has been paid by the researchers to make a comparative study of Muslim and Non-Muslim population regarding their variables. Muslims lag behind in their achievement in the field of education. This is an important issue and raises many question like why the Muslims lag behind in their academic achievement?, Do they have low intelligence?, What is their socio-economic status? And how they differ with their non-Muslim counterparts. This study is an attempt to understand the socio-economic status and intelligence of this educationally deprived population and compare it with that of Non-Muslim population so that effective strategies may be planned to improve their present economic, social and educational backwardness.

The study of adolescent's development is important because of a scholarly interest. The term adolescent is used to denote a period of human life during which the growing person makes the transition from childhood to adulthood. This is the age of when young people begins to show signs of puberty and continuing until most of them are mature, reached maximum growth of height, and have full approx. mental growth as measured by intelligence test. This period of adolescents is known as the period of storm and stride. It is a period of heightened emotionally and thus adolescents are more prone to personal, social educational psychological & vocational problems of varied nature.

Objectives of the Study

1. To identify the significance of difference on the measure of intelligence between total Muslims and Non-Muslims adolescents sample.
2. To identify the significant of difference on the measure of intelligence between male and female adolescents sample.
3. To identify the significance of difference on the measure of socio-economic status between Muslim and Non-Muslim adolescents sample.
4. To identify the significance of difference on the measure of socio-economic status between male and female adolescents sample.

Hypotheses of the Study:

1. There would be no significant difference among the total Muslim and Non-Muslim adolescents on the measure of intelligence.
2. There would be no significant difference among the Muslim and Non-Muslim male adolescents on the measure of intelligence.
3. There would be no significant difference among the Muslim and non-Muslim female adolescents on the measure of intelligence.
4. There would be no significant difference among the Muslim male and female adolescents on the measure of Intelligence.
5. There would be no significant difference between non-Muslim male and female adolescents on the measure of intelligences.
6. There would be no significant difference among the total Muslim and Non-Muslim adolescents on the measure of Socio-economic status.
7. There would be no significant difference among the Muslim and Non-Muslim male adolescents on the measure of Socio-economic status.
8. There would be no significant difference among the Muslim and non-Muslim female adolescents on the measure of Socio-economic status.

9. There would be no significant difference among the Muslim male and female adolescents on the measure of Socio-economic status.

10. There would be no significant difference between non-Muslim male and female adolescents on the measure of Socio-economic status.

Sample of the Study

The sample comprised the 803 students of class IX and X selected through the stratified random sampling method from 15 secondary and senior secondary schools of Aligarh city. Out of these, 432 were Muslims and 371 were non-Muslims.

Tools Used

1. Socio-economic status scale (SESS) (Form A, URBAN) by Shrivastava, G.P. (1991).
2. Intelligence Test, Culture Fair (Scale 2, Form A) by Cattell and Cattell, (1973).

Statistical Techniques Used

In order to analyze the data in the light of the objectives and hypotheses framed for this study the mean, SD and 't' tests, were applied.

Analysis and interpretation:

TABLE: 1

Significance of Difference between the Muslim and Non-Muslim Adolescents on the Measure of Intelligence

Groups	No.	Mean	SD's	't' value	Level of Sig.
Total Muslim	432	37.527	9.186	5.062	Sig. (at 0.01 level)
Total Non-Muslim	371	40.940	9.903		

The above table shows that the Muslim and Non-Muslim adolescents have significant difference on the measure of intelligence. The Muslim adolescents have mean score 37.53 and Non-Muslim adolescents have 40.94. The observed 't' value (5.062) is significant at 0.05 level. It can be inferred from it that Muslim adolescents had comparatively low intelligence level than their non-Muslim counterparts.

TABLE: 2

Significance of Difference between the Muslim and Non-Muslim Male Adolescents on the Measure of Intelligence

Groups	No.	Mean	SD's	't' value	Level of Sig.
Muslim Male	271	111.62	25.415	4.094	Sig. (at 0.05 level)
Non-Muslim Male	268	102.91	23.942		

The above table shows that the Muslim and Non-Muslim Male adolescents have significant difference on the measure of intelligence. The Muslim male adolescents have mean score 111.62 and Non-Muslim adolescents have 102.91. The obtained 't' value (4.094) is significant at 0.05 level. It can be inferred that Muslim male in general had comparatively had better intelligence than non-Muslim students.

TABLE: 3

Significance of Difference between the Muslim and Non-Muslim Female Adolescents on the Measure of Intelligence

Groups	No.	Mean	SD's	't' value	Level of Sig.
Muslim Female	161	99.42	16.810	9.245	Sig. (at 0.01 level)
Non-Muslim Female	103	80.75	14.669		

The above table reveals that the Muslim and Non-Muslim female adolescents have significant difference on the measure of intelligence. The Muslim female adolescents have mean score 99.42 and Non-Muslim adolescents have 80.75. The observed 't' value is (9.245) is significant at 0.01 level. It indicates that Muslim girls possessed high intelligence as compared to non-Muslim girls.

TABLE: 4

Significance of Difference between the Muslim Male and Female Adolescents on the Measure of Intelligence

Groups	No.	Mean	SD's	't' value	Level of Sig.
Muslim Male	271	111.62	25.415	5.424	Sig. (at 0.01 level)
Muslim Female	161	99.42	16.810		

The above table shows that the Muslim and Non-Muslim female adolescents have significant difference on the measure of intelligence. The Muslim male adolescents have 111.62 mean score while the Muslim female adolescents have 99.42. The observed 't' value is (5.424) which is found to be significant at 0.01 level of confidence.

TABLE: 5

Significance of Difference between the Non-Muslim Male and Female Adolescents on the Measure of Intelligence

Groups	No.	Mean	SD's	't' value	Level of Sig.
Non-Muslim Male	268	102.91	23.942	8.778	Sig. (at 0.01 level)
Non-Muslim Female	103	99.42	14.669		

The above table reveals that the Non-Muslim male and female adolescents have significant difference on the measure of intelligence. The Non-Muslim male adolescents have mean score 102.91 and Non-Muslim female adolescents have mean score 99.42. The calculated 't' value (8.778) is found to be significant at level of confidence 0.01. It can be concluded that non-Muslim male scored better on intelligence test than their counterparts.

TABLE:6

Significance of Difference between the Total Muslim and Non-Muslim Adolescents on the Measure of Socio-Economic Status

Groups	No.	Mean	SD's	't' value	Level of Sig.
Total Muslim	432	23.93	7.12	2.30	Sig. (at 0.01 level)
Total Non-Muslim	371	22.89	5.37		

The above table reveals that the Muslim and Non-Muslim adolescents have significant difference on socio-economic status. The calculated mean value for Muslim adolescents is 23.93 whereas, for non-Muslim adolescents it is found to be 22.89. The observed' value is 2.30 which is found to be significant only at 0.05 level of confidence. It may be concluded that Muslim belonged to slightly better socio-economic background as compared to the non-Muslims adolescents.

TABLE: 7

Significance of Difference between the Muslim and Non-Muslim Male Adolescents on the Measure of Socio-economic Status

Groups	No.	Mean	SD's	't' value	Level of Sig.
Muslim Male	271	23.30	7.309	1.228	NS (At 0.05 level)
Non-Muslim Male	268	22.60	5.875		

The above table shows the mean difference of the Muslim and Non-Muslim adolescents on the measure of socio-economic status. The Muslim adolescents have mean score 23.30 and Non-Muslim adolescents have 22.60. observed't' value is 1.228 which is found to be insignificant. It can be said that there exists no significant difference between the groups under study on SES measure.

TABLE: 8

Significance of Difference between the Muslim and Non-Muslim Female Adolescents on the Measure of Socio-economic Status

Groups	No.	Mean	SD's	't' value	Level of Sig.
Muslim Female	161	24.99	6.667	1.847	NS (At 0.05 level)
Non-Muslim Female	103	23.66	3.685		

The above Table 10 shows that significant difference between the Muslim male and female adolescents on the measure of socio-economic status. The mean score of the Muslim male adolescents are 24.99 and the mean score of the Muslim female adolescents are 23.66. The observed 't' value is (1.847) which is insignificant. It can be concluded the Muslim Male and female adolescents came from almost same socio-economic background.

TABLE: 9

Significance of Difference between the Muslim male and female Adolescents on the Measure of Socio-economic Status

Groups	No.	Mean	SD's	't' value	Level of Sig.
Muslim Male	271	23.29	7.30	2.39	Sig. (At 0.01 level)
Muslim Female	161	24.98	6.667		

The above table shows the significance of difference among Muslim male and female adolescents on the measure of socio-economic status. The mean score of the Muslim male adolescents is 23.29 and the mean score of the Muslim female adolescents have 24.98. the calculated 't' value is 2.39 which is found to significant at the level of confidence 0.01.

TABLE: 10

Significance of Difference between the Non-Muslim Male and Female Adolescents on the Measure of Socio-economic Status

Groups	No.	Mean	SD's	't' value	Level of Sig.
Non-Muslim Male	268	22.60	5.875	-1.711	0.01
Non-Muslim Female	103	23.66	3.685		

The above table reveals the significance of difference among Non-Muslim male and female adolescents on the measure of socio-economic status. The mean score of the Non-Muslim male adolescents have 22.60 and the mean score of the Non-Muslim female adolescents have 23.66. The observed' value is (-1.711) which is found to be highly significant at 0.01 level.

Suggestion and conclusion

The Indian society is heterogeneous in nature. It constitutes religious and linguistic minorities, other backward caste and socially disadvantaged sections of society i.e. SC's, ST's OBC's, women and Muslims in India. They have their unique characteristics and problems it highlights the need to conduct researches to their groups in regard to the personal and social aspects. Muslims constitute sizeable proportion of Indian population but are socially, economically and educationally backward (Sachar Committee Report-2005). This study was an attempt to study the Intelligence & Socio-economic status of Muslims and compare it with their non-Muslim counterparts. The findings of this study revealed mixed results. The researcher may lead the conclusion that despite being better SES as well as intelligence the educational performance of Muslims in general is not satisfactory, the reason may be as follows-

The researcher may lead to the conclusion that environmental condition of the Muslim are not favorable to develop the intellectual level as in absence of favorable or unchallenging environment the intellectual ability does not develop fully and is remained dormant. There is need to provide conducive environment so that Muslim student may achieve up to their maximum limit in respect to their intelligence level. Their abilities should be utilized for their own academic achievement and the developmental aspect of the country

Women constitute about half of the total population of a country, who work as mother, house-maker and work force in every society. Thus, their contribution is more important for the development of a country. Muslims girls are backward educationally in comparison to their non-Muslims counterparts. Therefore, extra-efforts are required to address their educational needs. However, the contribution of Intelligence and SES can be enhancing through the counseling of parents as well as female students.

Guidance and counseling programme is the need of the hour in case of adolescents. Goals of life must be set in view of the interest, abilities and capability of the learners. It is more important for the first generation learners of Muslim community.

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