



## A STUDY ON MENTAL ABILITY AMONG HIGHER SECONDARY SCHOOL STUDENTS

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### Abstract:

The purpose of the paper is to determine the mental ability of higher secondary students in Tirupathur district of Tamilnadu. Thus the researcher felt the need to investigate the mental ability of higher secondary student's indifferent categories of higher secondary students. From the total population, out of 300 samples the of 160 from boys, 140 girls from Co-education of higher secondary students from the government, aided and private schools were selected to study. General mental ability test (2004) constructed and standardized by the investigator. Analyses of the data were done by applying Mean, SD and t-tests. The findings show that the results reveal that there is a significant difference between the genders. And Location, Community does not differ significantly towards mental ability.

**Key Words:** Mental Ability, Higher Secondary School Students

### Introduction:

Education modifies the behavior of the Individual. A change of behavior can take place through learning. The main aim of education is to develop harmonious personality of the learner. Many people believe that education solves many individual and social problems, resulting in individual and social disorganization and disintegration. The main question is whether education can solve the social problems generation from social process.

### Theoretical Frame Work:

#### Mental Ability:

Mental ability is the power to learn or retain knowledge and the ability to understand the facts. Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is a general mental adaptability to new problems and conditions of life.

When one consider the term mental ability it soon directs ones attention on the fact how much knowledge of content does an individual posses. Hence operation of an act combining with content may be the power of mind to perform an act with special reference to particular content.

#### Higher Secondary School Students:

Students studying in XI standard in the higher secondary schools situated in the Tirupathur District of Tamilnadu.

#### Significance of the Study:

Education is the keystone for the building up of society. The economic and cultural growth of a modern society cannot be achieved without making the fullest use of all the available resources, especially the human resources. In a developing economy like India education is of vital importance in the building up of the nation. Generally the persons with more mental ability perform better in their tasks. The mental ability is directly related with the achievement of the students. The mental ability plays a vital role in promoting the achievement of the students. It helps the students to understand the scientific principles and to solve the day to day life problems.

#### Objectives of the Present Study:

The main objectives of the present study are:

- To find out the mental ability of higher secondary school students.
- To find out the mental ability of higher secondary school students in terms of the variable such as, a. Sex, b. Location, c. Community

#### Method Used in the Study:

Normative survey method has been used in the present study. The study was conducted on higher secondary students from various schools situated in the Tirupathur District of Tamilnadu, India. The sample size was 300. It was selected by using random sampling technique. This study tried to find out the mental ability of the higher secondary School Students

#### Tool Used:

General mental ability test (2004) constructed and standardized by the investigator.

#### Reliability and Validity of the Tool:

The intrinsic validity found by the author of the tool was 0.81, the reliability was found to be 0.93 The investigator has also found the reliability of the tool using spilt half technique as 0.95 and the intrinsic validity as 0.97.

#### Hypothesis 1:

The mental ability of higher Secondary school students is high.

Table 1: The Mean and Standard Deviation of the Mental Ability Scores of the Entire Sample

Sample	N	M	Standard Deviation
Entire Sample	300	33.65	6.95

Table 2: The Mean and Standard Deviation of the Mental Ability Scores for the various Sub-Samples

Sample	Sub-Sample	N	Mean	Standard Deviation
Sex	Male	160	31.74	6.62
	Female	140	35.83	6.99
Location	Urban	160	34.19	6.71
	Rural	140	33.03	7.20
Community	OC	113	35.56	7.53
	BC	120	33.53	6.43
	SC	67	30.67	30.67

It is seen from the above table that the male and female students, urban and rural students, students of open category community, students of backward community and students of scheduled caste have shown high mental ability.

**Hypothesis 2:**

There is no significant difference between the mental ability of male and female students.

Table 3: The Mean, Standard Deviation and Cr of Mental Ability Scores of Male and Female Students

Sample	Sub-Sample	N	M	SD	df	CR	Standard Deviation
Sex	Male	160	31.74	6.62	298	5.31	Significant at 0.01 level
	Female	140	35.83	6.69			

It is seen from the above table that there is significant difference between male and female students in respect of their mental ability (CR-5.31 significant at 0.01 level). Thus the female students have shown greater mental ability than the male students. Therefore in respect of the above pair; of sub samples the null hypothesis concerned was rejected.

**Hypothesis 3:**

There is no significant difference between urban and rural students in their mental ability.

Table 4: The Mean, Standard Deviation and Cr of Mental Ability Scores of Urban and Rural Students

Sample	Sub-Sample	N	M	SD	df	CR	Standard Deviation
Location	Urban	160	34.19	6.71	298	1.44	Not Significant
	Rural	140	33.03	7.20			

It is seen from the above table that there is significant difference between urban and rural students in respect of their mental ability (CR = -1.44 not significant). Therefore in respect of the above pair of sub samples the null hypothesis concerned is retained

**Hypothesis 4:**

There is no significant difference between open category community and backward community students in their mental ability.

Table 5: The Mean, Standard Deviation and Cr of Mental Ability Scores of Other Community and Backward Community Students

Sample	Sub-Sample	N	M	SD	df	CR	Standard Deviation
Community	OC	113	35.56	7.53	231	2.21	Significant at 0.01 level
	BC	120	33.53	6.48			

It is seen from the above table that there is significant difference between the open category community and backward community students in respect of their mental ability (CR-2.21 significant at 0.05 level). The open category community students showed greater mental ability than the backward community students. Therefore in respect of the above pair of sub samples the null hypothesis concerned was rejected.

**Hypothesis 5:**

There is no significant difference between the open category community students and scheduled caste students in their mental ability.

Table 6: The Mean, Standard Deviation and Cr of Mental Ability Scores of open category Community and Scheduled Caste Students

Sample	Sub-Sample	N	M	SD	df	CR	Standard Deviation
Community	OC	113	35.56	7.53	178	4.63	Significant at 0.01 level
	SC	67	30.64	5.63			

It is seen from the above table that there is significant difference between the open category community students and scheduled community students in respect of their mental ability (CR = 4.63 significant at 0.01 level). The open category community students showed greater mental ability than the scheduled community students. Therefore in respect of the above pair of subsamples the null hypothesis concerned was rejected

**Hypothesis 6:**

There is no significant difference between backward community students and the scheduled caste students in their mental ability.

Table 7: The Mean, Standard Deviation and Cr of Mental Ability Scores of Backward Community and Scheduled Caste Students

Sample	Sub-Sample	N	M	SD	df	CR	Standard Deviation
Community	BC	67	30.64	5.63	185	3.05	Significant at 0.01 level
	SC	120	33.53	6.48			

It is seen from the above table that there is significant difference between the backward community and scheduled community students in respect of their mental ability (CR = 3.05 significant at 0.01 level). The backward community students

Shown greater mental ability than the scheduled caste students. Therefore in respect of the above pair of sub samples the null hypothesis concerned was rejected.

**Findings:**

- The female students and students of open category community have shown high mental ability than the rest of the sub-samples.
- The female students have shown greater mental ability than the male students.
- The urban and rural students do not differ significantly in their mental ability
- The open category community students shown greater mental ability than the backward community students.
- The open category community students shown greater mental ability than the scheduled community students.
- The backward community students Shown greater mental ability than the scheduled caste students.

**Conclusion:**

The study has revealed that majority of the female and open category higher level of mental ability than the remaining secondary students were having a high sub sample of the study. The teachers, parents and other organisations should come forward to equip and enhance the mental ability of the students. Special programmes should be organized to improve the mental ability of the students and their fear in the mind about the mental ability

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