A COMPARATIVE STUDY OF INTELLIGENCE QUOTIENT, EMOTIONAL QUOTIENT OF SECONDARY SCHOOL STUDENTS IN RELATION TO THE URBAN AND RURAL SCHOOL IN NORTHERN KARNATAKA

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ABSTRACT

Background and Objectives: This paper aims to study the impact of emotional quotient, intelligence quotient of urban and rural VIIIth standard boy's and girl's student's academic achievement in English language.

Methods: The study was conducted on three hundred school student (150 boys150 girls) studying in VIIIth standard. Students are selected randomly from 30 schools in urban and rural area in Belgaum district of Karnataka. For the collection of necessary information investigator used Intelligence test by Raven's Progressive Matrices by Raven, J.C. (1938),Emotional Intelligence Inventory- by Anukool Hyde and Sanjyot Pethe (2001) and summative assessment–I marks for academic achievement. To find the significance of difference between the various groups "t"-test was applied.

Results: the results of the survey that better IQ students will perform better in AA of English irrespective of students from the Urban or Rural areas. Further EQ has no impact on the performance of Academic Excellence in 8th Std. students.

Conclusion: IQ of 8th Std. students do not differ in Urban and Rural students (both Boys and Girls) EQ of 8th Std. also do not differ in Urban and Rural students. The AA (Academic Achievements) of Urban and Rural students also showed no Variation and difference. The 8th Std. students (both Boys and Girls) showed with better IQ performed better in AA both Urban and Rural School students.

Keywords: Emotional Quotient, Intelligence Quotient, Academic Achievement, Urban (town) , Rural school, Summative Assessment .

1. INTRODUCTION:

English is generally acknowledged to be the world's most important language it is a language that is at presently taught all over the world either as first second or foreign language. It is the world's most widely spoken language. A very important reason for regarding English as a world language is that the world's knowledge is enshrined in English.

IQ is believed to be an innate quality, present from birth. IQ scores have been shown to be associated with such factors as morbidity and mortality, parental social status, and to a substantial degree, parental IQ. Its inheritance has been investigated for nearly a century; the mechanisms of inheritance remain debatable. The most important variable that affects schooling or performance on a job is intelligence. Intelligence is not a concrete material. The dictionary meaning of term "Intelligence" is the capacity to acquire and apply knowledge. An intelligence quotient is a score derived from one of several different standardized tests attempting to measure intelligence.

Peter Salovey from University of Yale and John Mayer from University of New Hampshire first coined the term 'emotional intelligence' in the year 1990. According to Salovey and Mayer (1990), "Emotional intelligence is the ability to manage individual self and other people from the aspect of feeling and emotion, able to distinguish the two terms apart and able to use the information to guide one's thinking and act"[1]. Dr. Daniel Golemans 1995 book "Emotional intelligence" in a number of ways, comprising many personality traits such as empathy, motivation, persistence, warmth and social skills. Goleman (1995)[2] says emotions traits made major impact on man's success in life. He said self-awareness is fundamental to psychological insight, enthusiasm and persistence and certainly important ingredients in any pursuit under taken seriously**.** The ability to concentrate is important for success in almost any field. Concentration depends an emotional connection to the object on which attention is focused on the ability to filter destruction. So, the child/student has become the centre of concern not only his reasoning capacities but also creativity emotions and interpersonal skills. Present research is to study the relationship between intelligence quotient (IQ), emotional quotient (EQ) and academic achievement of urban and rural school student in English language.

2. OBJECTIVES OF THE STUDY:

Following are the main objectives of the present study

- To study the relationship between emotional quotient and academic achievement in English language.
- To study the relationship between intelligence quotient and academic achievement in English language.
- To study the significant different between IQ, EQ and AA of urban and rural school student.

3. HYPOTHESES OF THE STUDY:

These are the following are hypotheses and assumptions are presented in the study

1. Intelligence Quotient cannot have impact on student's academic achievement in English subject.
2. Intelligence Quotient can impact on student's academic achievement in English subject.
3. Emotional intelligence cannot have impact on student's academic achievement in English subject.
4. Emotional intelligence can impact on student's academic achievement in English subject.

4. METHODOLOGY OF THE STUDY:

The populations of the study were VIIIth standard students in Belgaum district. The sample of 300 students of VIII th standard will be selected from urban school and rural schools. The sampling will be stratified, making sure that Gender (Boys and Girls), and Locality (Urban and Rural) was appropriately represented. The investigator will finally draw on from 30 schools of 300 students especially with reference to Belgaum District. Investigator personally visited to the urban and rural schools in Belgaum, Khanapur, Nipani, Athani, Bailhongal, and Gokak. The data was collected from 300 VIIIth standard students in Belgaum District. Researcher had taken 30 schools from different places in Belgaum District. Researcher had randomly selected 5 Boys and 5 Girls from each school. Emotional intelligence test and Intelligence Quotient test was administered to students and collected Summative Assessment-I terms marks for academic achievement of the students in English subject.

4.1 Tools of the Study:

To measure the emotional quotient, intelligence quotient and achievement in English language of VIII th standard students, the following tools were taken.

1. Emotional Quotient Inventory (EQ-I) by Anukool Hyde and Sanjyot Pethe (2001)[3]
2. Raven's Progressive Matrices by Raven, J.C. (1938)[4]
3. Academic Achievements was considered using schools Summative Assessment-I marks

The total sample categorized into different subgroups based on gender and locality. The mean and standard deviation of scores on IQ, EQ and AA were calculated separately. T-test statistics and Pearson correlation were used to analyze the data.

5. ANALYSIS OF DATA AND INTERPRETATION:

BOYS STUDENT

5.1-Table representing the study of IQ, EQ and AA of VIIIth standard Belgaum Urban and Belgaum Rural Boys student in English language

Variables	Belgaum Urban Boys		Belgaum Rural Boys		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	25.36	1.6	28	1.8	0.91	>0.05	NS
EQ	128.28	4.8	135.84	3.6	1.26	>0.05	NS
AA(out of 80)	55.56	2.5	62.32	2.3	1.94	>0.05	NS
AA in %	69	_	78	_	_	_	_

The above result indicates that the "t" value 0.91 of IQ was not found significant even at 0.05 level. Therefore, it can be concluded that the Belgaum rural boys (28 ± 1.8) and Belgaum urban boys (25.36±1.6) do not differ significantly on intelligence quotient.

It is observed from the above table 5.1 that the "t" value of 1.26 was not found significant even at 0.05 level. Therefore, it can be concluded that the Belgaum urban boys (128.28±4.8) and Belgaum rural boys (135.84±3.6) also do not differ significantly on emotional intelligence.

It is observed from the above table 5.1 that the "t" value of 1.94 was not found significant even at 0.05 level. Therefore, it can be concluded that the Belgaum urban boys (55.56±2.5) and

Belgaum rural boys (62.32±2.3) do not differ significantly on Academic Achievement in English language.

Table 5.2-Table representing the study of IQ, EQ and AA of VIII th standard Athani Urban And Athani Rural Boys student in English language

Variables	Athani Urban Boys		Athani Rural Boys		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	36.2	3.47	43.5	2.46	1.71	>0.05	NS
EQ	144.4	3.98	140.9	4.58	0.58	>0.05	NS
AA(out of 80)	61.1	4.23	64.2	3.85	0.54	>0.05	NS
AA in %	76	—	80	—	—	—	—

Table 5.2 that the "t" value of 1.71 was not found significant even at 0.05 level. It is observed that the Athani rural boys (43.5±2.46) and Athani urban boys (36.2±3.47) do not differ significantly on intelligence quotient.

It is evident from the above table 5.2 that the "t" value of 0.58 was not found significant even at 0.05 level. Therefore, it can be concluded that the Athani urban boys (144.4±3.98) and Athani rural boys (140.9±4.58) do not differ significantly on emotional intelligence.

Further in the above table 5.2 that the "t" value of 0.54 was not found significant even at 0.05 level. Therefore, it can be concluded that the secondary school Athani urban boys (61.1±4.23) and Athani rural boys (64.2±3.85), do not differ significantly on Academic Achievement in English language and their average percentage also do not differ.

Table 5.3-Table representing the study of IQ, EQ and AA of VIII th standard Gokak Urban And Gokak Rural Boys student in English language

Variables	Gokak Urban Boys		Gokak Rural Boys		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	27.9	2.58	38.8	3.43	2.53	<0.05	S
EQ	129.7	7.27	133.4	4.21	0.44	>0.05	NS
AA(out of 80)	52	3.14	66.7	3.89	3	<0.05	S
AA in %	65	—	83	—	—	—	—

It is observed from the above table 5.3 that the "t" value of 2.53 was found significant even at 0.05 level. Therefore, it can be concluded that the Gokak rural boys (38.8±3.43) and Gokak urban boys (27.9±2.58) do differ significantly on intelligence quotient.

It is observed from the above table 5.3 that the "t" value of 0.44 was not found significant at 0.05 level. Therefore, it can be concluded that the Gokak urban boys (129.7±7.27) and Gokak rural boys (133.4±4.21) do not differ significantly on emotional intelligence. In other words, it is implied that Gokak urban boys and Gokak rural boys do not differ significantly on emotional intelligence and there is no visible impact on emotional intelligence on academic achievement.

It is observed from the above table 5.3 that the "t" value of '3' was found significant at 0.05 level. Therefore, it can be concluded that the secondary school Gokak urban boys (52±3.14) and Gokak rural boys (66.7±3.89) differ significantly on Academic Achievement in English language.

Table 5.4-Table representing the study of IQ, EQ and AA of VIII th standard Bailhongal Urban And Bailhongal Rural Boys student in English language

Variables	Bailhongal Urban Boys		Bailhongal Rural Boys		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	30.4	2.61	30.5	2.32	0.029	>0.05	NS
EQ	137	6.65	145.3	6.87	0.79	>0.05	NS
AA(out of 80)	64.4	3.37	70.7	4.52	1.12	>0.05	NS
AA in%	81	—	88	—	—	—	—

It is observed from the above table 5.4 that the"t"value of 0.029 was not found significant even at 0.05 level. Therefore, it can be concluded that the Bailhongal rural boys (30.5±2.32) and Bailhongal urban boys (30.4±2.61) do not differ significantly on intelligence quotient.

It is also observed from the above table 5.4 that the"t"value of 0.79 was not found significant even at 0.05 level. Therefore, it can be concluded that the Bailhongal urban boys (137±6.65) and Bailhongal rural boys (145.3±6.87) do not differ significantly on emotional intelligence.

The above table 5.4 depicts the "t" value of 1.12 was not found significant even at 0.05 level. Therefore, it can be concluded that the Bailhongal rural boys (70.7±4.52) and Bailhongal urban boys (64.4±3.37) do not differ significantly on Academic Achievement in English language.

Table 5.5-Table representing the study of IQ, EQ and AA of VIII th standard Nipani Urban And Nipani Rural Boys student in English language

Variables	Nipani Urban Boys		Nipani Rural Boys		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	34.6	3.48	31.8	2.22	0.67	>0.05	NS
EQ	142.2	5.60	133.8	8.1	0.86	>0.05	NS
AA(out of 80)	62.5	5.11	57.9	1.5	0.86	>0.05	NS
AA in %	78	—	72	—	—	—	—

It is observed from the above table 5.5 that the "t" value of 0.67 was not found significant even at 0.05 level Therefore, it can be concluded that the Nipani rural boys (31.8±2.22) and Nipani urban boys (34.6±3.48) do not differ significantly on intelligence quotient.

It is observed from the above table 5.5 that the "t" value of 0.86 was not found significant even at 0.05 level. Therefore, it can be concluded that the Nipani urban boys (142.2±5.60) and Nipani rural boys (133.8±8.1) do not differ significantly on emotional intelligence.

In the above table 5.5 that the"t" value of 0.86 was not found significant even at 0.05 level. Therefore, it can be concluded that the secondary school Nipani rural boys (57.9±1.5) and Nipani urban boys (62.5±5.11), do not differ significantly on Academic Achievement in English language.

Table 5.6-Table representing the study of IQ, EQ and AA of VIII th standard Khanapur Urban And Khanapur Rural Boys student in English language

Variables	Khanapur Urban Boys		Khanapur Rural Boys		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	35.4	3.07	46	1.56	3.12	<0.05	S
EQ	126.6	4.21	141.9	7.01	1.87	>0.05	NS
AA(out of 80)	65.5	4.26	69.7	2.00	0.89	>0.05	NS
AA in %	82	__	87	__	___	___	___

It is observed from the above table 5.6 that the "t" value of 3.12 was found significant even at 0.05 level. Therefore, it can be concluded that the Khanapur rural boys (46±1.56) and Khanapur urban boys (35.4±3.07) do differ significantly on intelligence quotient.

It is also observed from the above table 5.6 that the "t" value of 1.87 was not found significant even at 0.05 level. Therefore, it can be concluded that the Khanapur urban boys (126.6+_4.21) and Khanapur rural boys (141.9 +_7.01) do not differ significantly on emotional intelligence.

From the above table 5.6 in academic achievement that the "t" value of 0.89 was not found significant even at 0.05 level. Therefore, it can be concluded that the Khanapur urban boys (65.5±4.26) and Khanapur rural boys (69.7±2.00) do not differ significantly on Academic Achievement in English language.

GIRLS STUDENT

Table 5.7-Table representing the study of IQ, EQ and AA of VIII th standard Belgaum Urban And Belgaum Rural Girls student in English language

Variables	Belgaum Urban Girls		Belgaum Rural Girls		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	29.52	2.89	31.52	2.03	0.57	>0.05	NS
EQ	133.08	3.8	139.4	2.9	1.32	>0.05	NS
AA(out of 80)	60.8	2.7	62.2	2.3	0.39	>0.05	NS
AA in %	76	__	78	__	__	__	__

It is observed from the above table 5.7 that the "t" value of 0.57 was not found significant even at 0.05 level. Therefore, it can be concluded that the Belgaum rural girls

(31.52±2.03) and Belgaum urban girls (29.52±2.89) do not differ significantly on intelligence quotient.

It is observed from the above table 5.7 that the "t" value of 1.32 was not found significant at 0.05 level. Therefore, it can be concluded that the Belgaum urban girls (133.08±3.8) and Belgaum rural girls (139.4±2.9) do not differ significantly on emotional intelligence.

It is observed from the above table 5.7 that the "t" value of 0.39 was not found significant at 0.05 level. Therefore, it can be concluded that the secondary school Belgaum urban girls AA (60.8±2.7) and Belgaum rural girls (62.2±2.3), do not differ significantly on Academic Achievement in English language.

Table 5.8-Table representing the study of IQ, EQ and AA of VIII th standard Athani Urban And Athani Rural Girls student in English language

Variables	Athani Urban Girls		Athani Rural Girls		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	36.6	1.63	37.4	2.12	0.29	<0.05	NS
EQ	154.6	4.67	152.2	5.97	0.32	<0.05	NS
AA(out of 80)	61.3	2.39	61.8	2.24	0.15	<0.05	NS
AA in %	77	—	77	—	—	—	—

It is observed from the above table 5.8 that the "t" value of 0.29 was not found significant at 0.05 level. Therefore, it can be concluded that the Athani urban girls and rural girls differ significantly on intelligence quotient. In other words, it is implied that Athani rural girls (37.4±2.12) and Athani urban girls (36.6±1.63) do not differ significantly on intelligence quotient.

It is also observed from the above table 5.8 that the "t" value of 0.32 was not found significant at 0.05 level. Therefore, it can be concluded that the Athani urban girls (154.6±4.67) and Athani rural girls (152.2±5.97) do not differ significantly on emotional intelligence. In other words, it is implied that Athani urban girls and Athani rural girls do not differ significantly on emotional intelligence.

It is observed from the above table 5.8 that the "t" value of 0.15 was not found significant even at 0.05 level. Therefore, it can be concluded that the Athani urban girls and rural girls do not differ significantly on Academic Achievement in English language. In other words, it

is implied that secondary school Athani urban girls (61.3±2.39) and Athani rural girls (61.8±2.24) do not differ significantly on Academic Achievement in English language.

Table 5.9-Table representing the study of IQ, EQ and AA of VIII th standard Gokak Urban And Gokak Rural Girls student in English language

Variables	Gokak Urban Girls		Gokak Rural Girls		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	34.4	1.70	28.8	3.32	1.50	>0.05	NS
EQ	144	3.97	139.5	6.55	0.59	>0.05	NS
AA(out of 80)	54.1	3.03	59.8	4.46	1.06	>0.05	NS
AA in %	68	—	77	—	—	—	—

From the above table 5.9 that the "t" value of 1.50 was not found significant even at 0.05 level. Therefore, it can be concluded that the Gokak urban girls and rural girls do not differ significantly on intelligence quotient. In other words, it is implied that Gokak rural girls (28.8±3.32) and Gokak urban girls (34.4±1.70) do not differ significantly on intelligence quotient.

It is also observed from the above table 5.9 that the "t" value of 0.59 was not found significant even at 0.05 level. Therefore, it can be concluded that the Gokak urban girls (144±3.97) and Gokak rural girls (139.5±6.55) do not differ significantly on emotional intelligence. In other words, it is implied that Gokak urban girls and Gokak rural girls do not differ significantly on emotional intelligence.

It is seen from the above table 5.9 that the "t" value of 1.06 was not found significant even at 0.05 level. Therefore, it can be concluded that Gokak urban girls (54.1±3.03) and Gokak rural girls (59.8±4.46) do not differ significantly on Academic Achievement in English language.

Table 5.10-Table representing the study of IQ, EQ and AA of VIII th standard Bailhongal Urban And Bailhongal Rural Girls student in English language

Variables	Bailhongal Urban Girls		Bailhongal Rural Girls		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	37.3	3.69	26.4	1.99	2.60	<0.05	S

EQ	147.3	3.38	151.9	4.85	0.78	>0.05	NS
AA(out of 80)	64.5	4.03	63.3	2.61	0.25	<0.05	NS
AA in %	81	—	79	—	—	—	—

It is observed from the above table 5.10 that the "t" value of 2.60 was found significant at 0.05 level. Therefore, it can be concluded that Bailhongal urban girls (37.3±3.69) and Bailhongal rural girls (26.4±1.99) do differ significantly on intelligence quotient.

It is also observed from the above table 5.10 that the "t" value of 0.78 was not found significant even at 0.05 level. Therefore, it can be concluded that the Bailhongal urban girls (147.3±3.38) and Bailhongal rural girls (151.9±4.85) do not differ significantly on emotional intelligence.

It is seen from the above table 5.10 that the "t" value of 0.25 was not found significant even at 0.05 level. Therefore, it can be concluded that the secondary school Bailhongal urban girls (64.5±4.03) and Bailhongal rural girls (63.3±2.61) do not differ significantly on Academic Achievement in English language.

Table 5.11-Table representing the study of IQ, EQ and AA of VIII th standard Nipani Urban And Nipani Rural Girls student in English language

Variables	Nipani Urban Girls		Nipani Rural Girls		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	31.8	3.21	27.2	3.57	0.96	>0.05	NS
EQ	148.2	5.98	134.2	4.41	1.88	>0.05	NS
AA (out of 80)	55.3	3.61	59.7	4.10	0.81	>0.05	NS
AA in %	75	—	69	—	—	—	—

It is observed from the above table 5.11 that the "t" value of 0.96 do not found significant even at 0.05 level. Therefore, it can be concluded that the Nipani rural girls (27.2+ -3.57) and Nipani urban girls (31.8±3.21) do not differ significantly on intelligence quotient.

It is also observed from the above table 5.11 that the "t" value of 1.88 was not found significant even at 0.05 level. Therefore, it can be concluded that the Nipani urban girls (148.2+_5.98) and Nipani rural girls (134.2±4.41) do not differ significantly on emotional intelligence.

It is observed from the above table 5.11 that the "t" value of 0.81 was not found significant even at 0.05 level. Therefore, it can be concluded that the secondary school Nipani urban girls (55.3±3.61) and Nipani rural girls (59.7±4.10), do not differ significantly on Academic Achievement in English language.

Table 5.12-Table representing the study of IQ, EQ and AA of VIII th standard Khanapur Urban And Khanapur Rural Girls student in English language

Variables	Khanapur Urban Girls		Khanapur Rural Girls		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	43.9	1.61	36.7	3.01	2.11	<0.05	S
EQ	141.9	2.34	147.3	2.91	1.44	>0.05	NS
AA(out of 80)	69.4	2.73	57.3	3.69	2.64	<0.05	S
AA in %	86	—	72	—	—	—	—

It is observed from the above table 5.12 that the "t" value of 2.11 was found significant differ at 0.05 level. Therefore, it can be concluded that the Khanapur rural girls (36.7±3.01) and Khanapur urban girls (43.9±1.61) differ significantly on intelligence quotient.

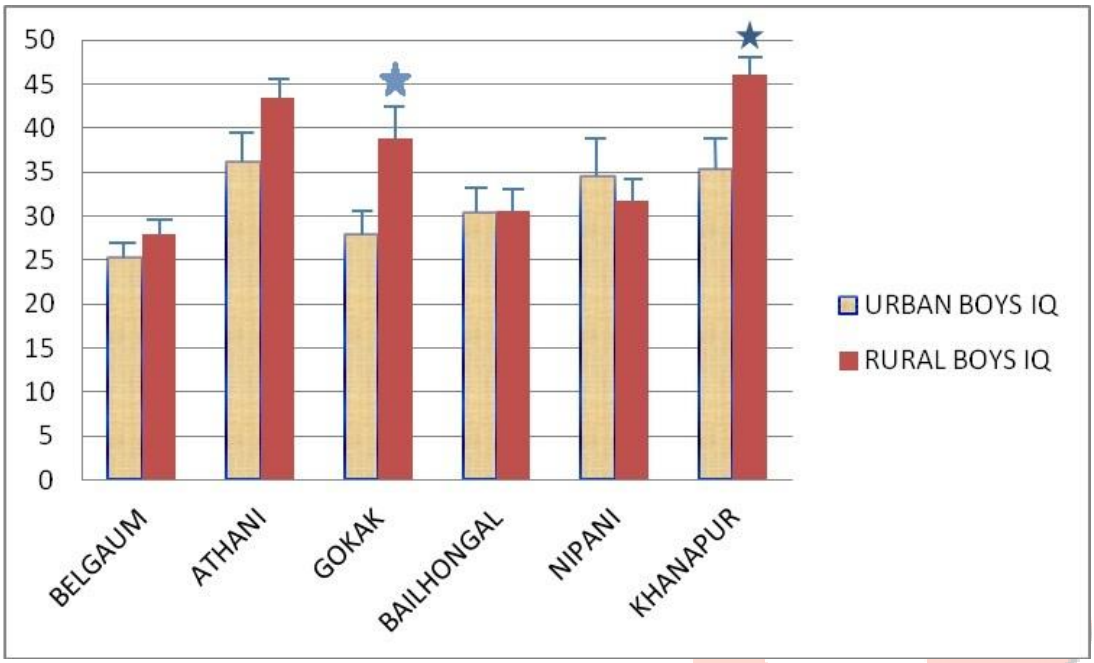
It is observed from the above table 5.12 that the "t" value of 1.44 was not found significant even at 0.05 level. Therefore, it can be concluded that the Khanapur urban girls (141.9±2.34) and Khanapur rural girls (147.3±2.91) do not differ significantly on emotional intelligence.

It is also observed from the above table 5.12 that the "t" value of 2.64 was found significant at 0.05 level. Therefore, it can be concluded that the Khanapur urban girls (69.4±2.73) and Khanapur rural girls (57.3±3.69), differ significantly on Academic Achievement in English language.

6. GRAPHICAL PRESENTATION OF DATA

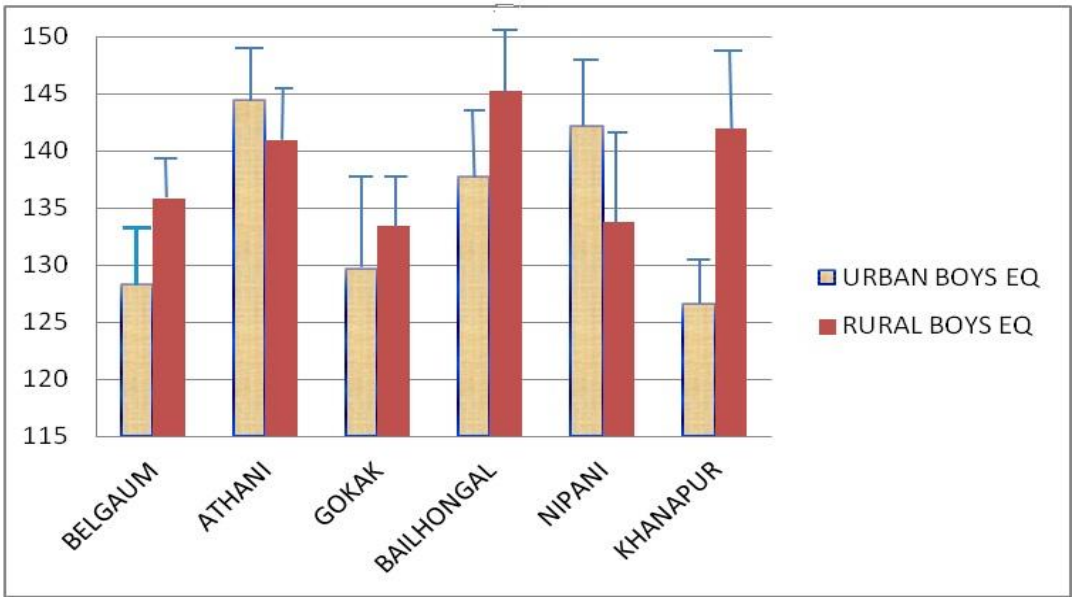
BOYS STUDENT

Figure 6.1 The following bar diagram shows the relationship of IQ of VIII standard boys student in different schools in Belgaum District.



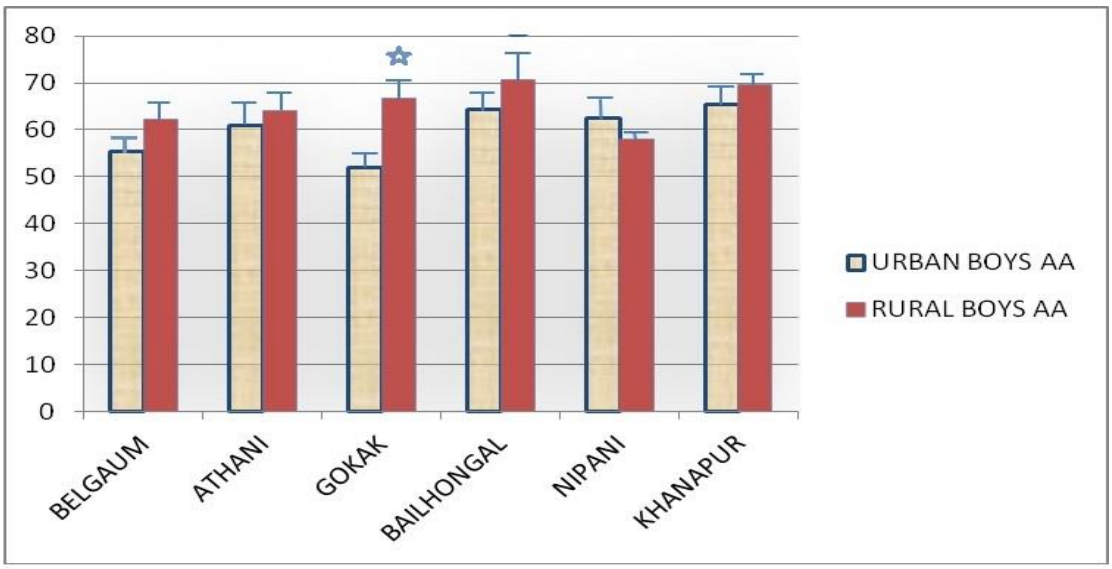
☆ Indicates the significant at (P< 0.05) level

Figure 6.2 The following bar diagram shows the relationship of EQ of VIII standard boy's student in different schools in Belgaum District.



☆ Indicates the significant at (P< 0.05) level

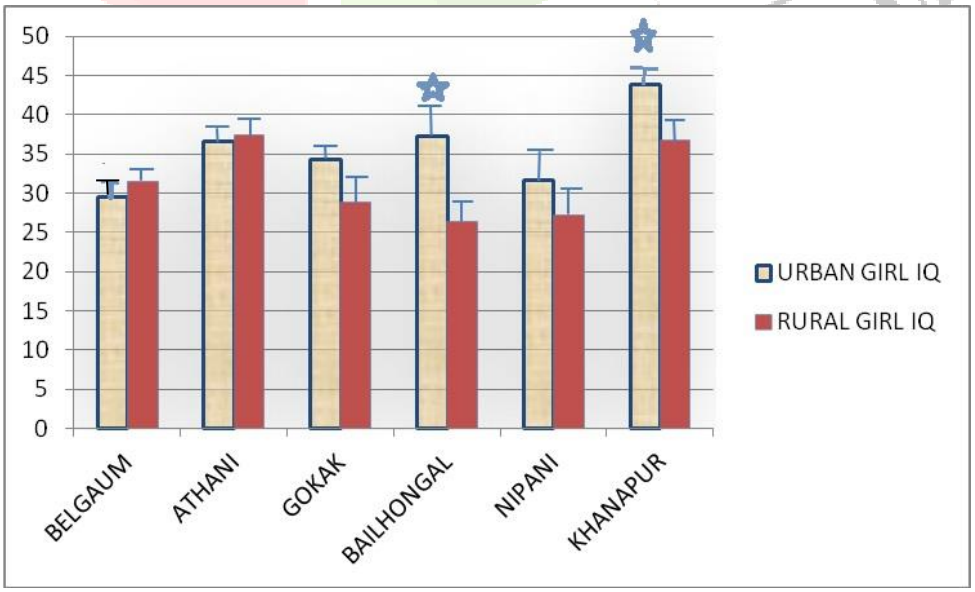
Figure 6.3 The following bar diagram shows the relationship of AA of VIII boys standard student in different schools in Belgaum District.



☆ Indicates the significant at (P< 0.05) level

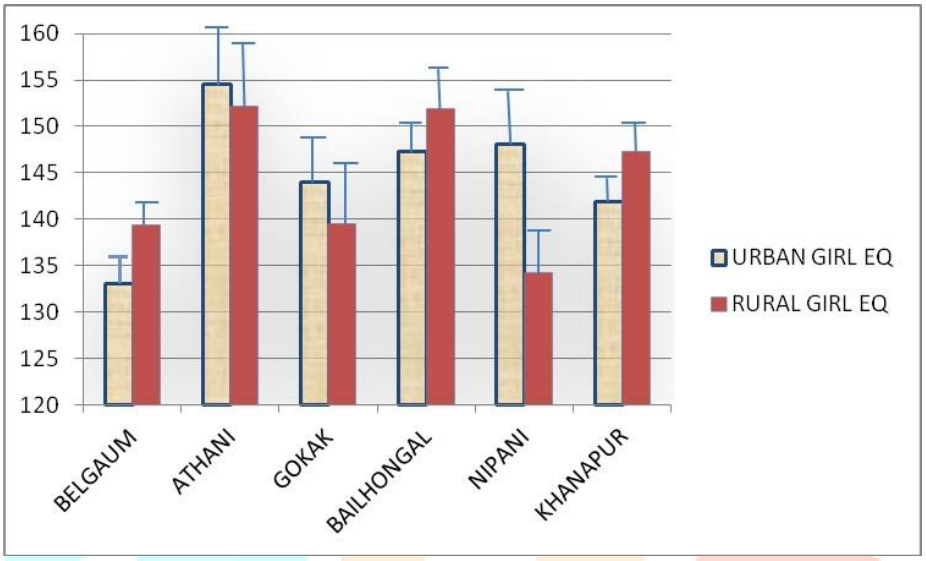
GIRLS STUDENT

Figure **6.4 The following bar diagram shows the relationship of IQ of VIII standard girls student in different schools in Belgaum District.**



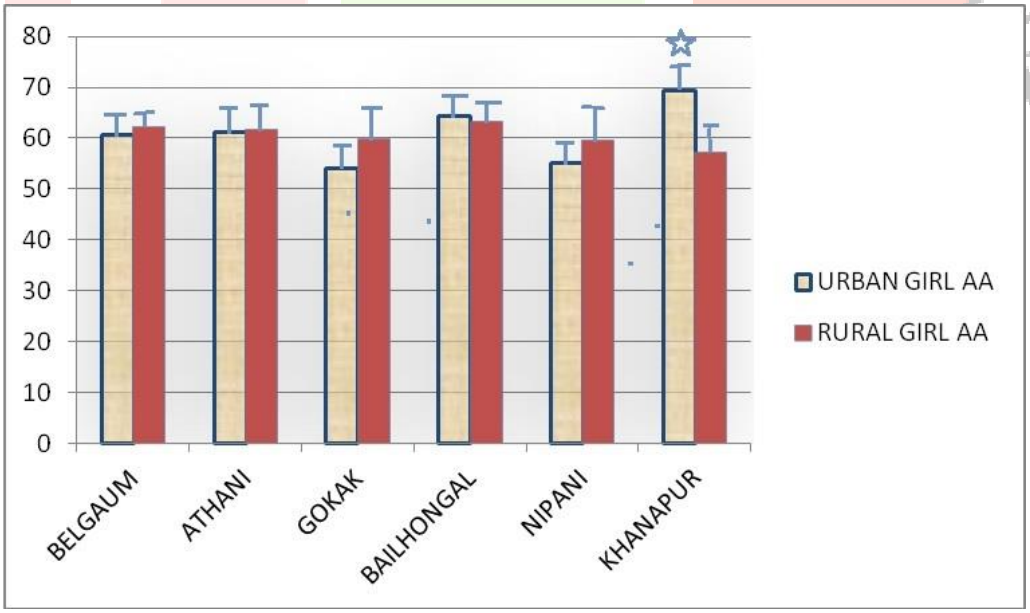
☆Indicates the significant at (P< 0.05) level

6.5 The following bar diagram shows the relationship of EQ of VIII standard girls student in different schools in Belgaum District.



☆Indicates the significant at (P< 0.05) level

Figure **6.6 The following bar diagram shows the relationship of AA of VIII th standard girls student in different schools in Belgaum District.**



☆ Indicates the significant at (P< 0.05) level

7. PEARSON CORRELATION AND STUDENTS "t" VALUE

BOYS

Table: 7.1 Values of coefficients of correlation between IQ and Academic Achievement of urban boys.

	VAR00001	VAR00002
VAR00001 Pearson Correlation Sig.(2-tailed) N	1.000 75	.479** .000 75
VAR00001 Pearson Correlation Sig.(2-tailed) N	.479** .000 75	1.000 75

** Correlation is significant at the 0.01 level (2-Tailed).

** VAR00001 indicates IQ and VAR00002 indicates Academic achievement

Figure 7.1.1. Correlation between IQ and Academic Achievement of urban boys.

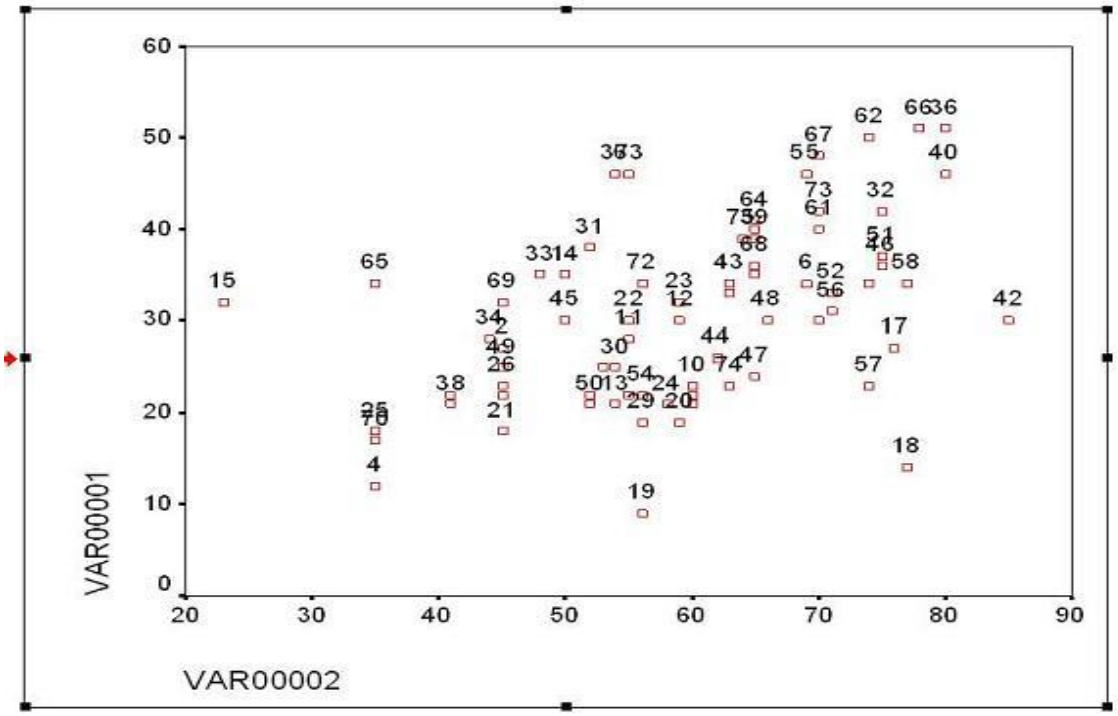


Table 7.2 Table representing the study of IQ, EQ and AA of VIII th standard Urban And Rural boys student in English language(150)

Variables	Urban boys(75)		Rural boys(75)		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	30.38	1.09	34.74	1.20	1.94	>0.05	NS
EQ	133.50	2.31	137.98	2.12	1.19	>0.05	NS
AA(out of 80)	59.25	1.47	64.66	1.09	2.08	<0.05	S

Table 7.2 shows the correlation of IQ and Academic Achievement of urban boys. Strong positive relationship of IQ with Academic achievement was found in urban boys as obvious from the Pearson correlation coefficient.

It can also be seen that the mean IQ was higher among rural boys and mean academic achievement was also higher. The correlation of IQ and EQ to academic achievement was also seen in the urban boys and rural boys. On doing so, a non significant correlation was found. But in academic achievement we found significant difference.

Table: 7.3 Values of coefficients of correlation between EQ and Academic Achievement of urban boys.

	VAR00001	VAR00002
VAR00001 Pearson Correlation Sig.(2-tailed)	1.000	.138
		.237
N	75	75
VAR00001 Pearson Correlation Sig.(2-tailed)	.138	1.000
	.237	
N	75	75

** VAR00001 indicates EQ and VAR00002 indicates Academic achievement

Figure 7.3.1 Correlation between EQ and Academic Achievement of urban boys.

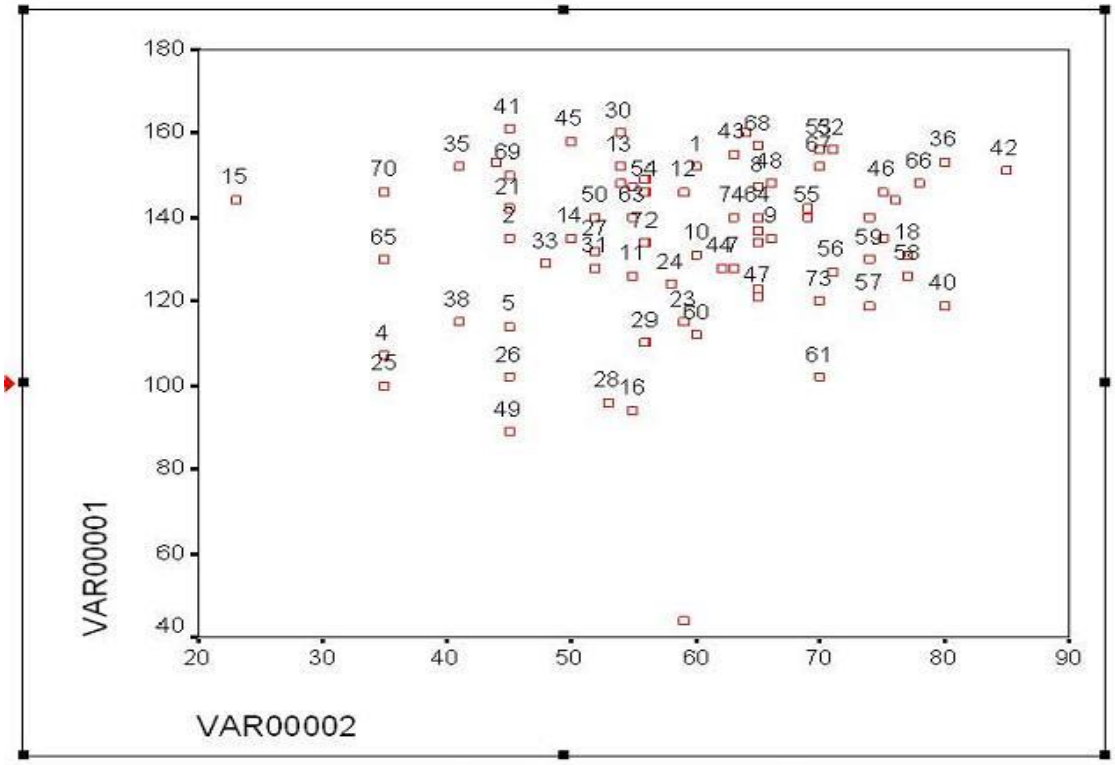


Table: 7.3 Shows, that the value of coefficient of correlation between EQ and academic achievement of urban boys is .138. It means that there is negligible correlation between EQ and academic achievement.

Table: 7.4 Values of coefficients of correlation between IQ and Academic Achievement of rural boys.

	VAR00001	VAR00002
VAR00001 Pearson Correlation Sig.(2-tailed) N	1.000 75	.445** .000 75
VAR00001 Pearson Correlation Sig.(2-tailed) N	.445** .000 75	1.000 75

**Correlation is significant at the 0.01 level (2-Tailed).

** VAR00001 indicates IQ and VAR00002 indicates Academic achievement

Figure 7.4.1 Correlation between IQ and Academic Achievement of rural boys.

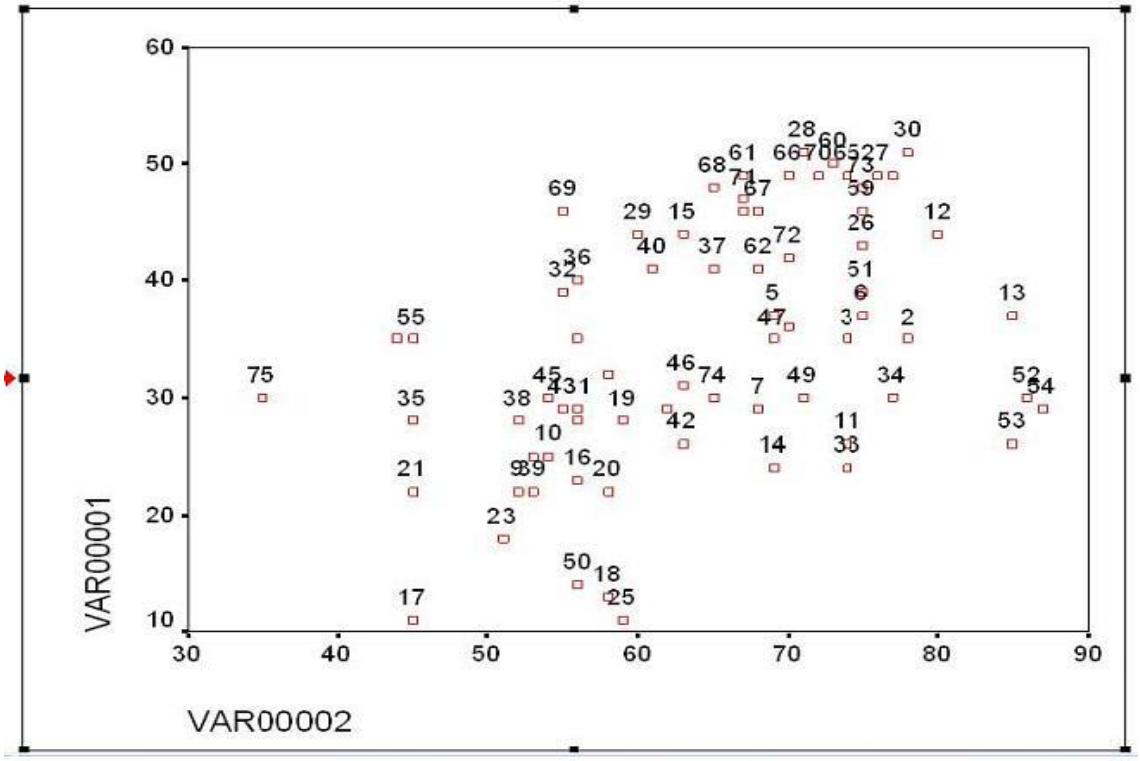


Table 7.4 Shows that the coefficient of correlation between IQ and academic achievement is .445. It means that there existed strong positive relationship between rural boy's students IQ with Academic achievement. Based on the above results we can state that high IQ is associated with high academic achievement.

Table: 7.5 Values of coefficients of correlation between EQ and Academic Achievement of rural boys.

	VAR00001	VAR00002
VAR00001 Pearson Correlation Sig.(2-tailed) N	1.000	.148 .206 75
VAR00001 Pearson Correlation Sig.(2-tailed) N	.148 .206 75	1.000 75

** VAR00001 indicates EQ and VAR00002 indicates Academic achievement

Figure 7.5.1. Correlation between EQ and Academic Achievement of rural boys.

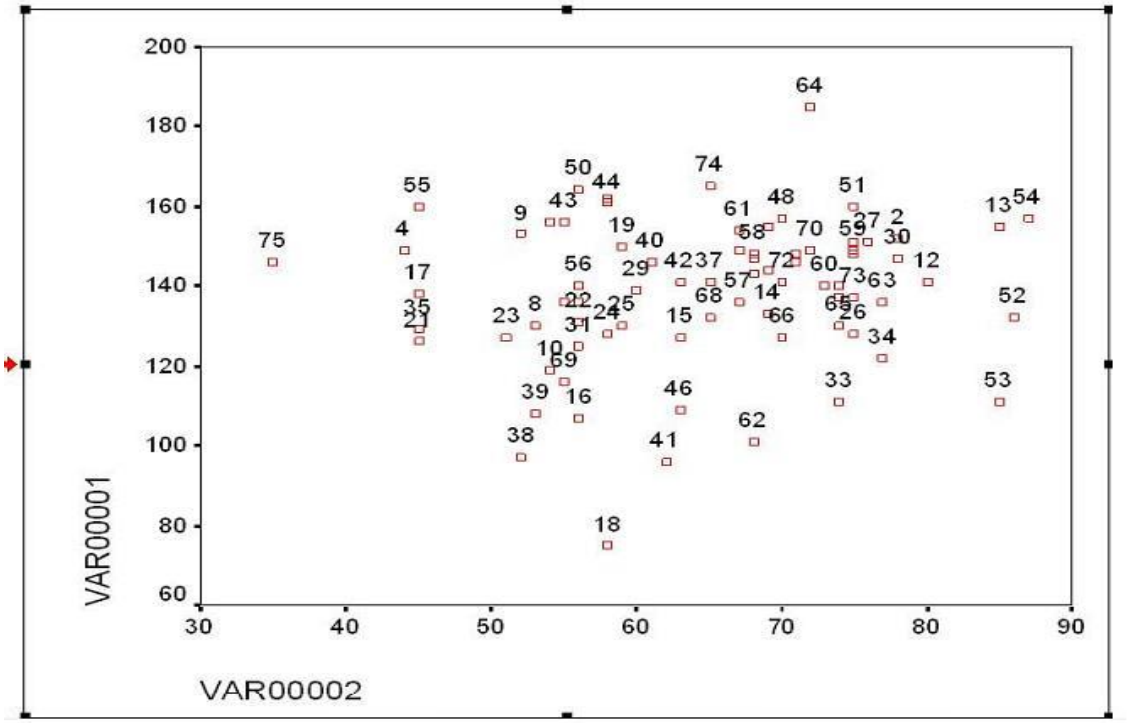


Table 7.5 Shows that the value of coefficient of correlation between EQ and academic achievement of urban boys is.148. It means that there is negligible correlation between EQ and academic achievement.

GIRLS

Table: 7.6 Values of coefficients of correlation between IQ and Academic Achievement of urban girls.

	VAR00001	VAR00002
VAR00001 Pearson Correlation Sig.(2-tailed) N	1.000 75	.518** .000 75
VAR00001 Pearson Correlation Sig.(2-tailed) N	.518** .000 75	1.000 75

**Correlation is significant at the 0.01 level (2-Tailed).

** VAR00001 indicates IQ and VAR00002 indicates Academic achievement

Figure 7.6.1 Correlation between IQ and Academic Achievement of urban girls.

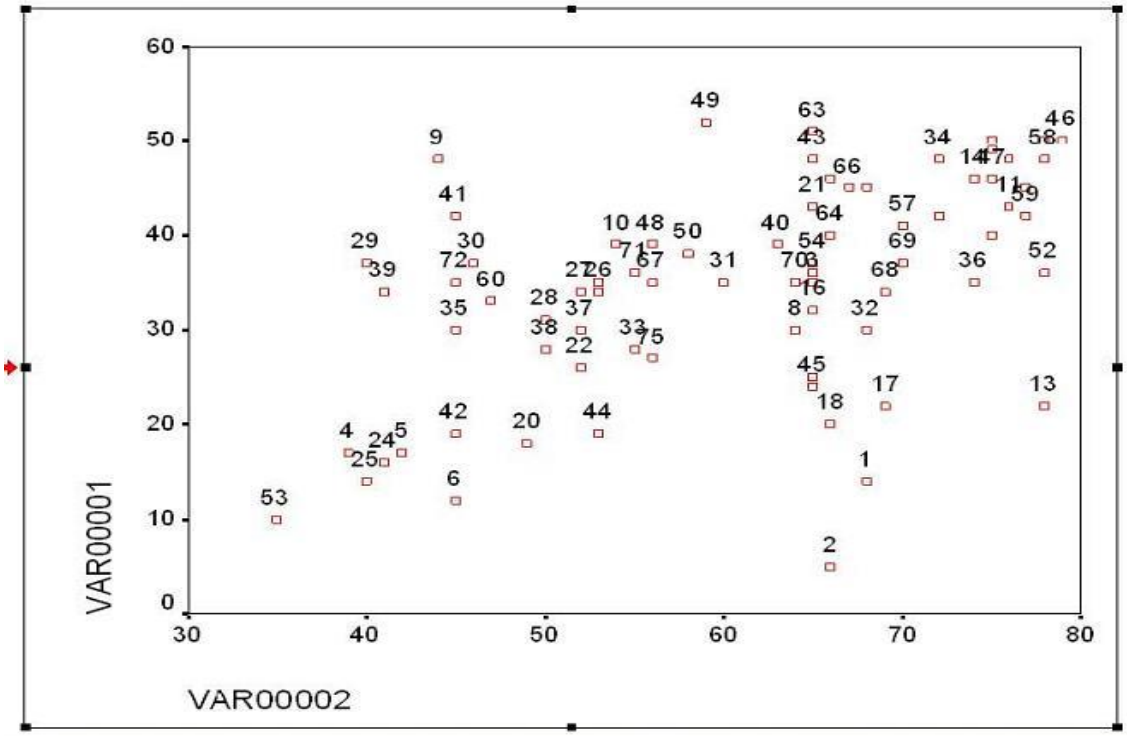


Table 7.7 Table representing the study of IQ, EQ and AA of VIII th standard Urban(75) And Rural girls (75) student in English language

Variables	Urban girls		Rural girls		t-Value	p-Value	Sg/-
	Mean	SE	Mean	SE			
IQ	34.50	1.29	31.37	1.14	1.37	>05	NS
EQ	142.49	1.93	143.14	1.14	0.19	>0.05	NS
AA(out of 80)	60.88	1.39	60.98	1.28	0.04	>0.05	NS

Table 7.7 shows that the coefficient of correlation between IQ and academic achievement is .518 it means that there existed strong positive relationship between urban girl's students IQ with Academic achievement. It shows that IQ plays an important role in academic achievement.

In above t-value, it shows that there is no significant difference between IQ, EQ and academic achievement.

It can also be seen that the mean IQ was higher among rural girls and mean academic achievement was also higher. The correlation of IQ and EQ to academic achievement was also seen in the urban girls and rural girls. On doing so, a non significant correlation was found.

Table: 7.8 Values of coefficients of correlation between EQ and Academic Achievement of urban girls.

	VAR00001	VAR00002
VAR00001 Pearson Correlation Sig.(2-tailed) N	1.000	.122 .299 75
VAR00001 Pearson Correlation Sig.(2-tailed) N	.122 .299 75	1.000 75

** VAR00001 indicates EQ and VAR00002 indicates Academic achievement

Figure 7.8.1 Correlation between EQ and Academic Achievement of urban Girls.

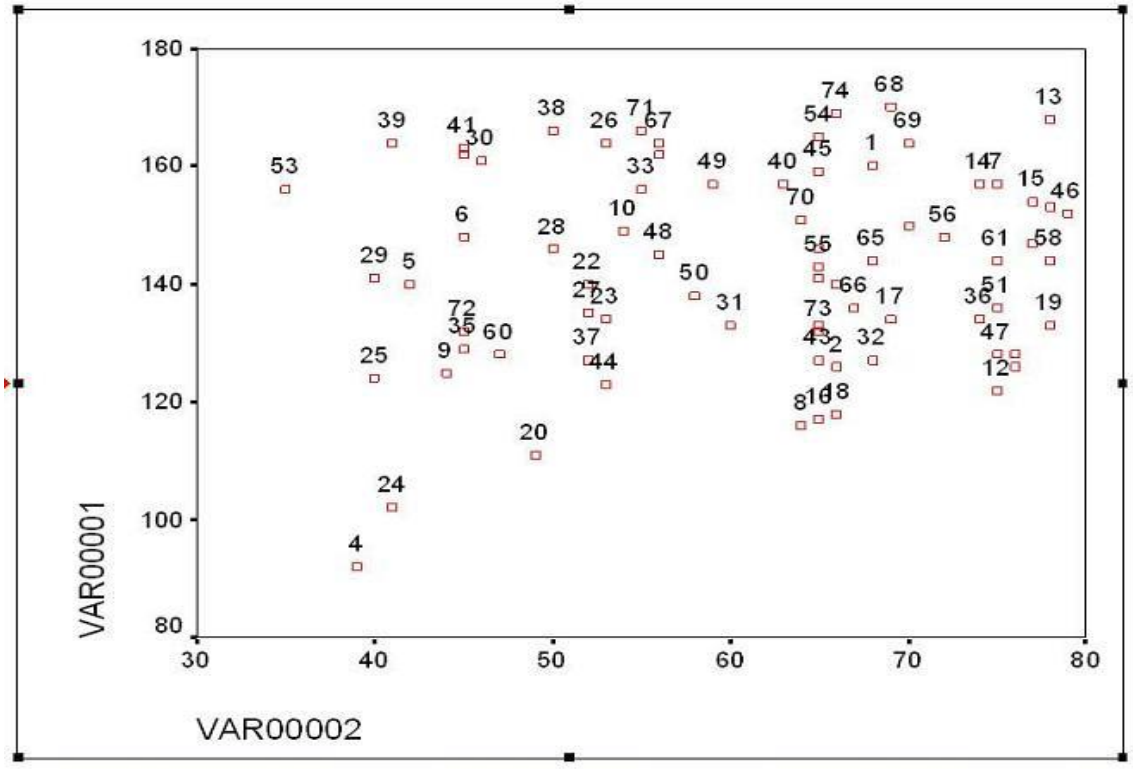


Table 7.8, Shows that the value of coefficient of correlation between EQ and academic achievement of urban girls is .122. It means that there is negligible correlation between EQ and academic achievement.

Table: 7.9 Values of coefficients of correlation between IQ and Academic Achievement of rural girls.

	VAR00001	VAR00002
VAR00001 Pearson Correlation Sig.(2-tailed) N	1.000 75	.507** .000 75
VAR00001 Pearson Correlation Sig.(2-tailed) N	.507** .000 75	1.000 75

**Correlation is significant at the 0.01 level (2-Tailed).

** VAR00001 indicates IQ and VAR00002 indicates Academic achievement

Figure 7.9.1 Correlation between IQ and Academic Achievement of rural girls.

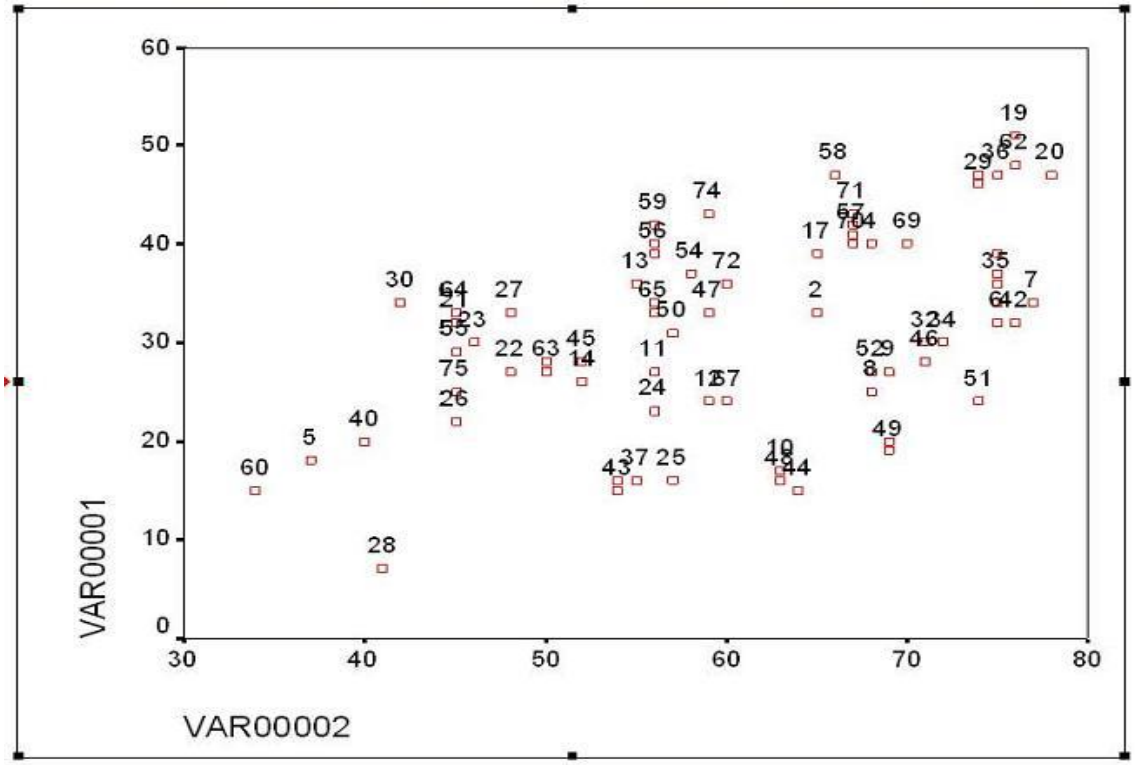


Table 7.9 shows that the value of coefficient of correlation between IQ academic achievements is .507. It means that there is strong positive relationship between rural girls students IQ with Academic achievement. It shows that IQ plays an important role in academic achievement.

Table: 7.10 Values of coefficients of correlation between EQ and Academic Achievement of rural girls.

	VAR00001	VAR00002
VAR00001 Pearson Correlation Sig.(2-tailed) N	1.000	.069 .556 75
VAR00001 Pearson Correlation Sig.(2-tailed) N	.069 .556 75	1.000 75

** VAR00001 indicates EQ and VAR00002 indicates Academic achievement

Figure7.10.1 Correlation between EQ and Academic Achievement of rural girls.

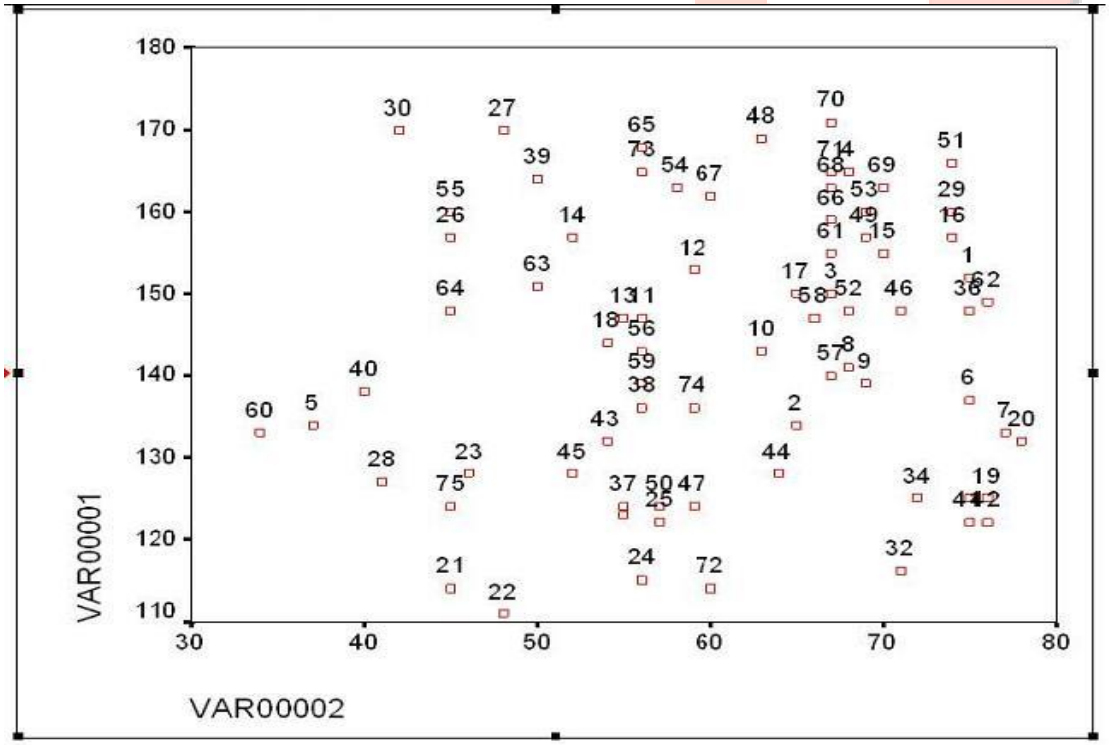


Table 7.10 Shows that the value of coefficient of correlation between EQ and academic achievement of rural girls is.069. It means that there is negligible correlation between EQ and academic achievement

8. DISCUSSION

The present research on the relation between the levels of intelligence quotient and emotional quotient with academic achievement shows that IQ plays an important role in academic achievement rather than emotional intelligence. The analysis shows that the level of intelligence quotient is closely related to academic achievement. The urban boys and girls, rural boys and girls they do not differ in their IQ except Gokak, Khanapur and Bailhongal respectively. It may be due to family background, peer group, friends, school environment and teachers teaching methods. The result of study entirely shows the strong positive relation among the students level of IQ with their academic achievement. The values of correlation, the students IQ with their academic achievement for each variable are; urban boys .479, urban girls .518, rural boys .445 and rural girls .507 which is strong positive relation.

The above finding draws support from the findings of Zargham Ghabanchi, Rabe Rastear (2014)[5]. They also found IQ is a more determinative factor in reading comprehension proficiency than EQ. Laidra, Pullmann and Allik (2007)[6] also reported that students achievement relies most strongly on their cognitive abilities through all grade levels. Jensen (1998)[7] he also find out that academic achievement of students in high school strongly correlate with intelligence scores. They also found significant correlation between IQ and Academic Achievement.

Moreover, it was found that there was no significant relationship between emotional intelligence and academic achievement in English language. The urban boys and girls, rural boys and girls they do not differ in their EQ. Atkins and Ciarrochi (2005)[8] states that the emotional development of the individual depends on their age and experience as well as the other cognitive skills. There is also positive and significant relation between the emotional intelligence with someone age.

The result of study entirely shows the negligible relation among the students level of EQ with their academic achievement. The values of correlation which had been found among the students EQ with their academic achievement for each variable are; urban boys .138, urban girls .122, rural boys .148 and rural girls .069 which is negligible relation between EQ and academic achievement in English language learning. There is no significant difference between EQ and academic achievement of urban and rural boys and girls student studying in VIII th standard.

These findings are in accordance with those of Drago (2004)[9] found no relationship between EQ and Academic Achievement motivation respectively. Sutarso, Baggett, Sutarso and Tapia (1996)[10] have shown no relationship between EQ and Academic Achievement. According to Anupama (2013)[11] found that rural and urban secondary school students do not differ significantly on emotional intelligence.

Nachiappan and Colleagues (2013)[12] in which the author identified that Intelligence Quotient is a term that explains the composition of mind including, related abilities, such as abstract thinking capacity, understanding, reasoning, learning, learning from the past experiences, planning and problem solving. Hence, Intelligence Quotient plays a vital role in achieving good academic performance because it also requires cognitive abilities.

ASER (2017)[13] conducted survey titled Beyond Basics, based on assessment of 30,000 children in 28 districts of 24 states. The report states that 47% of all 14-year-olds could not read English. For 18-year-olds; the figure is closer to 40%. Of those who could read English, 79% could not translate it in their language.

Although the above result predicts that there is no difference between urban and rural school student with their IQ, EQ and their academic achievement in English subject. But the above result shows that IQ plays an important role in academic achievement.

9. SUMMARY

English language plays an important role in modernization, globalization, liberalization and all round development of human being. English is a key for every countries border, without this we can't enter to other country. For the development of English language Intelligence Quotient and Emotional Quotient plays an important role. Language learning affects by students IQ, EQ, School infrastructure, family environment, teaching methods and his own attitude towards learning.

Emotional intelligence theory has been introduced by Gardner (1983)[14]and we are at the beginning of a new century, intelligence and success are not viewed the same way they were viewed before. New theories of intelligence have been introduced and are gradually replacing the traditional theory. The whole child/student has become the centre of concern, not only his reasoning capacities, but also his creativity, emotions, and interpersonal skills. Intelligence quotient alone is no more the only measure for success, emotional intelligence; social intelligence and luck also play a big role in a person's success (Goleman,

1995)[15]. Emotional intelligence is being able to monitor our own and others' feelings and emotions, to be criminate among them, and to use this to guide our thinking and actions (Salovey and Mayer, 1990)[16]. The emotionally intelligent person is skilled in four areas, Identifying, using, understanding, and regulating emotions (Mayer and Salovey, 1993)[17]. Emotional intelligence is a master aptitude, a capacity that profoundly affects all other abilities, either facilitating or interfering with them (Goleman, 2001)[18], the need is felt to investigate the emotional intelligence and academic achievement among students.

Intelligence quotient is the most important variable that affects schooling or performance on a job. Intelligence is not a concrete material. The dictionary meaning of term “Intelligence” is the capacity to acquire and apply knowledge. An intelligence quotient is a score derived from one of several different standardized tests attempting to measure intelligence. In S.K. Mangals (2008)[19] book the term "IQ," borrowed from the German. Intelligence-Quotient, was coined by the German psychologist William Stern in 1912 as a proposed method of scoring early modern children's intelligence tests such as those developed by Alfred Binet and Simon in the early 20th Century. Although the term “intelligence quotient " is still in common use, the scoring of modern intelligence quotient tests such as the Wechsler Adult Intelligence Scale is now based on a projection of the subject's measured rank on the Gaussian bell curve with a center value (average IQ) of 100, and a standard deviation of 15, although different tests may have different standard deviations. Because IQ tests favors memory skills and logic, overlooking artistic creativity, insight, resiliency, emotional reserves, sensory gifts, and life experience, they can't really predict, let success alone satisfaction. Students’ performance in English language skills was assessed and collected through semester II final tests results. The test covered for language skill and grammar, comprehension of English language (prose and poetry) as well as construction of sentences, writing skills. Afterwards, students’ results were matched with their IQ and EQ test scores. The researcher is under taken the following topic

‘A COMPARATIVE STUDY OF INTELLIGENCE QUOTIENT AND EMOTIONAL QUOTIENT ON ACADEMIC ACHIEVEMENT OF ENGLISH LANGUAGE OF VIII STANDARD STUDENTS WITH SPECIAL RESPONSE TO BELGAUM DISTRICT’. For this study researcher is undertaken 300 students from different urban and rural school in Belgaum district. Researcher is personally visited to each school and selected students randomly and undertaken IQ and EQ test, for academic achievement collected the marks of summative examination. For data analysis researcher used SPSS 16.0. In the present investigation it is found

that the students studying in different areas like urban and rural, girls and boy's student of VIIIth standard not differ significantly with their IQ, EQ and academic achievement in English language. For above result I came to conclusion that, little better IQ can certainly give better AA in English language as it is proved in the present study of different schools in Belgaum urban and rural boys. IQ is good than academic achievement is also good so, there is impact of IQ on learning English language. In the present investigation it is found that the boy's students studying in urban and rural school in Kannada medium student they do not differ in their IQ however significant difference between Gokak and Khanapur schools boys' student. The urban and rural school boys are not found any significant difference in their EQ. The students of these schools do not differ significant in their academic achievement except Gokak. The urban and rural school girls are not found significant difference in their IQ except Bailhongal and khanapur. The EQ level of these students was not found significant. It shows that EQ of these students do not play any important role in academic achievement. The academic achievement of these students was not found significant except Khanapur School. It may be exception due to the students at the school level have better infrastructure facilities at schools, like adequate library facilities resource centre, different teaching method, teachers and the management. The support extended from the parents, facilities at home and the home environment with is very conducive for students in both urban and rural school student. These factors contributed significantly towards the better development of intelligence quotient, emotional intelligence and academic achievement of the students in urban and rural school students. Students with high intelligence quotient don't necessary had a high emotional quotient. Results also suggested that IQ plays an important role in learning but not emotional intelligence. The above finding draws support from the findings of Drago (2004)[20] they also found no relationship between emotional intelligence and intrinsic motivation and achievement motivation respectively.

At this juncture, the proper justification of the data collected should be performed by the in depth statistical clear cut analysis that would give the proper conclusion and would crystallize the significant findings.

The survey was conducted keeping in mind the performance of VIIIth standard vernacular Kannada medium instructed students and their performance in the ambit of English language, composition, grammar, essay and précis writing and other essential parts of English language in Urban, Urban(Towns) and Rural schools of 8th standard students.

The survey was designed so meticulously that in the first place Academic Achievements (AA) of Urban and inclusive of Urban Towns was statistically compared with Rural School VIIIth Std. students. It was also essential to take out the performance of Boys and Girls separately in both Urban and Rural schools to find-out any significant difference. In the same way impact EQ (Emotional Quotient) and IQ (Intelligent Quotient) on the Academic Performance were compared statistically and graphically to find-out if any significant difference. Further, Total Urban Boys (75) inclusive of Urban towns of 6 Taluka and their AA, IQ and EQ were compared statistically with all Rural Boys (75 in number) to study any significant difference.In the same way all Girls (75) of Urban inclusive of Urban towns was compared with all together Rural School Girls (75 in number) to find difference in their AA/performance in English. Furthermore, Pearson's two tailed Correlation was applied and performed in Urban and Rural students in particular IQ plotted against AA and in the same way EQ's correlation with AA of boys and girls separately.

In the present research and survey studies, an attempt is made scientifically and statistically to find out –

1. Any significant difference in IQ, EQ and AA of Urban and Rural boys and girls of 8th Std.
2. Any difference IQ, EQ and AA in all Urban and Rural boys of 8th Std. In the same way the same parameters were applied in analyzing IQ, EQ and AA of Urban and Rural girls.
3. The important two tailed Pearson's Correlation was applied AA plotted on different axis with IQ and also AA plotted against EQ of Urban and Rural boys and Girls separately.

BOYS

IQ Levels:

As far as IQ levels are considered, it is average to a few good students in both Urban and Rural boys and there is no difference in IQ levels except there is significant difference in IQ of samples surveys of Gokak and Khanapur Urban and Rural boys. But when overall picture of IQ is taken from Table 7.2 where total Urban Boys (75) statistically compared with total Rural boys (75), the t-value at p-value 0.05 level is 1.94 which is non-significant. Thus the two exceptions of Gokak and Khanapur boys were nullified and thus there is no difference in IQ levels of Urban and Rural Boys. The Urban and Rural boys

mean IQ levels scored were 30.38 and 34.74 which are out of maximum 60 can be scored. These IQ's fall under normal to above average IQ levels but not exceptionally high and intelligent students. Thus, it is for the first time reported that IQ levels do not differ in Urban or Rural 8th Std. school students. If at all any school - Urban or Rural shows any deviation towards better IQ, this can be considered as an exception. It is well documented in some previous studies that by training or coaching in mental studies can improve 10 to 15% only in their IQ scorings. Intelligence is inborn and heredity, except a sudden mutation in gene of a normal IQ parents can produce an intelligent high IQ child. In my studies no such exceptional students were found.

EQ Levels:

There is no significant difference in overall EQ levels of 8th Std. Boys in the chosen areas of Belgaum District comprising Urban and Rural school male students. It clearly points out that EQ in Boys do not play any significant role in the performance of AA as these 8th Std students are in the age group 13 to 15 years who have just entered puberty and adolescent age where lots of physiological and hormonal changes are taking place in the body. EQ is in budding or sprouting stage and certainly no role is found to play in academics as well as there is no difference in EQ of Urban and Rural Boys as it is evident in Table 7.2. My research shows that EQ levels just marginally varied from 133 to 137 and there is no significant difference at all. When Pearson Correlation was applied to the existing data, by plotting EQ against AA, shows 0.138 which is a negligible correlation. The present studies proves beyond doubt that EQ does not play any significant role in the performance of AA of 8th Std. boys in both Urban and Rural students (Table 7.3). In Bar Graph 6.2, it clearly depicts that there is no significant difference in EQ levels of Boys when this parameter is statistically compared between Urban and Rural boys. Therefore, EQ levels do not differ in boys either from Urban or Rural village schools.

Academic Achievements (AA):

The AA are graphically represented 6.3 shows no significant difference in Academic performance in Urban and Rural 8th Std. Boys except Gokak schools. The Gokak Rural boys have faired better in English AA and thus statistically shows significance and rural Gokak school

boys have performed better in term of percentage scored 64.66% and the town Gokak boys have scored mean 59.25. The difference in these boys is merely 5.41%. In the present scenario of Indian School results where the students almost achieve 99.5%, the scores in the present research survey is merely 5.41% difference. In reality AA of Urban and Rural boys have not performed to the level of excellence. They are mediocre boys and this achievement should not be considered as excellent. They need to improve their performance to come to National Level Students.

The AA performance has to be interpret carefully and cautiously. The urban and Rural 8th Std. boys show that there is no significant difference in AA in Table 6.3 but when pooled all Urban 8th Std. Urban students (75 students) and compared with all pooled Rural students (75), there is a significant difference. Though Urban Boys have performed well in English Language (mean AA 59.25) and Rural Boys AA mean is 64.66 there is no much difference in percentage of marks scored. Here lies the glitch of the statistics as explained in earlier two paragraphs. Application of statistics is to be performed cautiously as it is Science of Approximation and holistic approach is to be done. However better IQ students have performed better in all the selected areas as noted earlier. Finally, it is presumed, assumed and proved beyond doubt that both Urban and Rural students have done well but not excellent.

GIRLS

IQ levels:

No significant difference in the IQ levels of Urban (Town) girls (Belgaum, Athani, Gokak and Nippani) compared statistically with the respective Rural School Girls. But there is a significant change in Gokak and Khanapur (Urban Town) girls compared to the respective Rural schools girls of Gokak and Khanapur. These two exceptions are nullified when there is no statistical significant difference (Table 7.7) in IQ of all Urban Girls (75 girls) compared with Rural Girls and further there is no significant difference in IQ of whether Rural or Urban 8th Std School Girls. Furthermore, in Pearsons Correlation (2 tailed) IQ and AA of rural girls showed strong + ve correlation. Thus it clearly shows the better IQ in 8th Std School Girls shows better AA in all (75 girl) students

EQ levels:

In the Bar diagram Graph 6.5, EQ in Urban and Rural girls does not differ at all in all six mentioned Urban (Urban Town), and Rural 8th Std. girl students. This is also confirmed in Table 7.7, where all Urban Girls Pooled (75 in Number) compared with all (75 in number) Rural girls

students which showed no significant difference in't' value (0.19) of p-Value > 0.05. Further in Pearson Correlation EQ with AA showed in Table 7.8 is 0.12 which is a negligible correlation. Thus, EQ does not play any significant role in enhancing / depleting the performance in Academic Achievements in 8th Std students particularly in the age group of 13 to 15 years.

Academic Achievements (AA):

When AA of all the girls students of 8th Std are compared statistically with respect to the Urban town school Girls and Rural School Girls, the Bar Graph 6.6 showed no significant difference at all in all the six regions of the survey compared with their Rural Girl students except in Khanapur Taluka where Urban (Town) girls showed significant variation. This exception is nullified when compared Total Urban and Urban Town girls (all six region girl students numbering 75) compared statistically with total 75 rural Girls with respect to AA (Table 7.7), showed 't' value 0.04 which is non significant. Thus, the Academic Achievements (AA) of Urban or Rural Girls students do not differ at all. Further IQ and AA were plotted in 2 tailed Pearson Correlation depicted in 7.9, showed a strong + ve correlation of 0.507.

10. CONCLUSION

Thus, the Summary and out-come of the Survey and research is for the first time reveals, proves and reports beyond doubt that in Karnataka particularly in the Northern Karnataka, that 8th Std Kannada medium (vernacular media) students (Boys and Girls) in the age group of 13 -15 years showed the following prominent, authentic, statistically proved conclusive research with respect to the role played by IQ and EQ in the Academic Achievements in English Language, Comprehension, Grammar, précis and the 8th Std related English literature.

1. IQ of 8th Std. students do not differ in Urban and Rural students (both Boys and Girls) (Refer Bar Graphs 6.1 and 6.4).
2. EQ of 8th Std. also do not differ in Urban and Rural students (Ref. Bar Graph 6.2 and 6.5).
3. The AA (Academic Achievements of Urban and Rural students also showed no Variation and difference (Bar Graph 6.3 and 6.6).
4. The 8th Std. students (both Boys and Girls) showed with better IQ performed better in AA both Urban and Rural School students (Table 7.1, Fig 7.1.1, Table 7.4, Fig 7.4.1, Table 7.6., Fig 7.6.1, Table 7.9, Fig.7.9.1)

This is often proved that irrespective of whether the students are from Urban or Rural Schools, if they are coached or taught with innovative teaching methods in English and creation

of unique interest in English language, grammar, phonetics and literature and further create genuine interest in students to learn more and more about English will certainly produce the best academic results in English. The academic performance will certainly depend on their inborn intelligence which can be deduced as IQ and therefore minimum IQ is essential and I have made sincere effort to survey by using standard method to know the IQ of students. Therefore I conclude from the results of the survey that better IQ students will perform better in AA of English irrespective of students from the Urban or Rural areas.

Further EQ has no impact on the performance of Academic Excellence in 8th Std. students. The main reason being the age of both boys and girls are in the age group of 13-15 years. There are plenty of hormones which are secreted in the body of students at this age and the Emotions have just begun to erupt in those boys and girls of adolescent age. Probably, EQ has some role to play in future at the undergraduate and graduate level studies.

The mass education of students of our largest Indian Democracy will prosper provided the School Teachers are dedicated, best qualified, bringing into practice inexpensive, innovative teaching methods and creating interest in students to learn English, irrespective of students studying in Urban or Rural Schools. Though studying in mother tongue (vernacular medium) will make the students to understand better and this policy is recently being followed by majority of the Indian States, but knowing better English in this fast changing scientific world will infuse confidence in students to face the whole world with positive high attitude and would be successful in whatever field the students opt. Studying English along with mother tongue will promote to develop better personality and such students would be the best future Citizens of India and it will help them to adapt to the fast changing and developing world as a whole.

Recently, 'The Annual Status of Education Report (ASER) 2017 (Ref: Indian Express, Belgaum Edition, date 17 Jan 2018, page 1 & 9)[21] conducted a survey entitled 'Beyond Basics' based on 30,000 children in 28 districts of 24 states of India and the report was published in the above mentioned news paper. The report was released by Govt. Chief Economic Adviser Arvind Subramanian and clearly stated that the learning outcome of boys and girls are similar but in the age group of 14-18 years, the wedge is opening up. It is important to address it. I would like to draw the attention of report on rural students that 47% of all 14 year olds could not read English. Of those who could read English 79% could not translate into their Language. Further, a number of TV channels in 2016 and 2017 broadcast number of TV programmes, where School Teachers could not spell English common words correctly and with this faulty knowledge of School

Teachers how can they guide and teach the students. My survey and analysis in this regard goes on step further to evaluate students IQ and EQ of Urban and Rural students who almost fall in the same age group of ASER and furthermore the impact of IQ and EQ was scientifically and statistically analyzed on their Academic Achievements or Academic Excellence. I as a researcher, assume, presume and prove my present research findings that students should be guided and coached properly by the teachers in such mass education of our country. Proper appointments of keenly interested English Teachers should be done and such dedicated teachers should guide and coach the students in Schools. Such dedicated Teachers will produce best English taught students who will be our future youth and certainly will prosper with confidence in the whole world.

Thus there is need to apply the principles of intelligence in the field of education, and especially in foreign language learning. No doubt, a foreign language instructor cannot be expected to act in the capacity of a psychologist, yet language teaching is a matter of dealing with individual differences. Paying attention to intelligence differences is increasingly necessary in designing teaching materials.

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