



A Comparative Study of Educational Outcome and Intelligence of Problematic Children Studying in Government and Non-Government Schools

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ABSTRACT

Uttar Pradesh Preamble “The state has to provide free and compulsory education to all children between the ages of six and 14.” This will be under the law prescribed by the respective state.

-Constitution of India (86th Constitutional Amendment) Act, 2002
Children are the invaluable treasure of any nation. It has become the duty of every family, society and nation to ensure the all-round development of children. Education is the basis of the progress of society and nation and the main objective of education is to provide social efficiency to every individual. This is possible only when the child achieves harmony with his society and starts behaving in such a way as if he is its unit. This study investigates the educational output and intelligence levels of problematic children enrolled in government and non-government schools. Employing a comparative research design, the study assesses differences in academic performance and cognitive abilities between these two groups. Standardized intelligence tests and academic output records were used to collect data from a representative sample of students identified as exhibiting behavioral or emotional difficulties. The findings indicate significant variations in both educational output and intelligence levels between students in government and non-government institutions, with contributing factors



including school environment, teacher-student ratio, and access to resources. The study offers implications for educational policy and intervention strategies tailored to support problematic students across different school settings.

INTRODUCTION:

Education is a cornerstone of personal and societal development, playing a vital role in shaping the intellectual, emotional, and social capacities of individuals. In the context of school education, a critical focus lies in understanding the varied educational outcomes among students, especially those who are identified as problematic children—students who face behavioral, emotional, or learning difficulties that hinder their academic performance or social integration.

The present study seeks to examine the educational output and intelligence levels of problematic children in two different educational settings: government schools and non-government (private) schools. This comparison is essential as these institutions often differ significantly in terms of resources, teacher qualifications, student-teacher ratio, disciplinary approaches, and pedagogical strategies.

Problematic children are a diverse group whose challenges may include attention-deficit disorders, conduct problems, learning disabilities, or social maladjustment. Their academic success is frequently compromised, yet it remains unclear to what extent the type of school they attend influences their overall educational output and measured intelligence. Government schools, typically funded and managed by the state, are accessible to a broader socio-economic population and may lack certain specialized services. On the other hand, non-government schools often have more financial and human resources, which could affect how they support children with behavioral or learning issues.

This comparative study aims to explore whether school type plays a significant role in the educational and intellectual development of problematic children. By evaluating and comparing performance indicators across the two settings, this research endeavors to inform educators, policymakers, and psychologists on best practices for supporting vulnerable students and fostering equitable educational opportunities.



Problematic children are not a class or caste. In a way, all children are problematic children in one form or the other, in more or less quantity. It would be wrong to say that every child is problematic, but still there are so many differences between normal children and such children that we put them in the category of problematic children. Backward children are also problematic, but it is wrong to say that every problematic child will be a backward child, because some problematic children are found working well with normal children in the class. To tell which behaviour is problematic and which is not. It is very difficult to tell which behaviour is problematic and which is not. Many children have such behaviour which we call problematic such as - they create problems like sitting in front or behind in the class, looking outside repeatedly during teaching and trying to go outside, thus creating hindrance in the teacher's continuity.

The following facts are worth considering in relation to these problematic students –

1. Some children have high intellectual capacity but low academic output, why?
2. Are only the students with low academic output problematic students?
3. Do problematic students have low intellectual capacity?

The above questions cannot be answered immediately, for this it is necessary to do research. Due to lack of time and money, the researcher selected this problem for research on the students of Bulandshahr city of Uttar Pradesh state- 'Comparative study of educational output and intelligence of problematic children studying in government and non-government schools of Bulandshahr'.

The general belief has been that children who have good adjustment score good marks in examinations because all their needs are fulfilled according to their social and economic status, but due to environmental factors of some students, their behavior becomes problematic. Their intelligence is either of high level or low level. Among them there may be students of normal level also. Their educational outcome may also be in the same order and they become problematic children for the school due to their problematic behaviour. These problematic children later turn into youth with antisocial behaviour. Generally, the behaviour of youth is based on the learnings of childhood. Therefore, to improve the adjustment of youth, it is necessary to improve the behaviour of children.

MEANING AND DEFINITION OF MAIN CONCEPTS:

PROBLEMATIC CHILD:



A problematic child refers to a student who consistently exhibits behaviors, emotional responses, or learning difficulties that disrupt their academic progress or interfere with classroom functioning. These children may struggle with conforming to standard school expectations and often require additional support or intervention from teachers, counselors, or special educators.

The problems experienced by these children can be broadly categorized into three main areas:

- 1. Behavioral Issues:** These include frequent rule-breaking, aggression, defiance, hyperactivity, or disruptive conduct in class. Children with conditions like Attention-Deficit/Hyperactivity Disorder (ADHD) or Conduct Disorder may fall into this category.
- 2. Emotional Difficulties:** These children may experience anxiety, depression, low self-esteem, or social withdrawal. Such emotional challenges can make it difficult for them to engage meaningfully in academic or peer-related activities.
- 3. Learning Disabilities:** Some problematic children face challenges in processing information, reading, writing, or mathematics. These difficulties are not due to low intelligence but are often neurological in origin—such as dyslexia or dyscalculia.

It is important to note that being labeled as a "problematic child" does not imply inherent inability or inferiority. Instead, it highlights a need for tailored support and interventions to help the child reach their full potential. The term is used here for academic and research purposes to group children who require special attention due to their distinctive educational or psychological needs.

Problematic child is one who rejects normal behaviour, rules and beliefs'. Problematic children are those who reject normal behaviour, rules and beliefs. According to Kinsey and colleagues, some children have behavioural problems at some point of time like smoking, being untidy, whispering etc. which they give up soon but some behaviours continue for a long time and become problematic. They appear in the form of improper mentality or lack of neutrality or running away from getting agitated, protesting, showing hostility and adopting a mischievous aggressive attitude.

In the class, the student tries to deal with these behavioural problems in his own way which sometimes becomes painful for others. Thus, a student who shows problematic behaviour can be called a problematic child. Hence, problematic children are those whose behaviour is seriously abnormal.

EDUCATIONAL OUTCOME:



Educational outcome refers to the measurable results or outputs of a student's learning process within an educational setting. It reflects how effectively a student acquires knowledge, skills, attitudes, and values as a result of schooling

In the context of this study, educational outcome primarily focuses on academic output, which includes:

- **Performance in subjects:** such as language, mathematics, science, and social studies, often assessed through grades, test scores, or teacher evaluations.
- **Progress over time:** such as improvements in understanding, skill development, and ability to meet curriculum standards.
- **School behavior and engagement:** including class participation, homework completion, and attendance, which are indirect indicators of academic success.

Educational outcomes are influenced by various factors such as cognitive abilities (intelligence), emotional well-being, school environment, teaching quality, and home support. For problematic children, these outcomes may be significantly affected by their behavioral or learning difficulties.

In the words of Freeman, 'Educational Outcome or Output is a measure which measures the knowledge, understanding, proficiency of statements in various subjects of a particular curriculum.

INTELLIGENCE:

Intelligence is the mental power which helps in understanding objects and facts, finding mutual relation among them and acquiring logical knowledge. It is different from 'Emotion' and 'Intuition'. Intelligence helps a person to understand new situations properly and adapt to them. Intelligence can also be understood as the ability to process information. According to Terman, intelligence is the ability to think about abstract things. According to Wells, "Intelligence is actually that power which organizes our patterns of behavior in such a way that we do not get influenced by others.

NEED AND IMPORTANCE OF THE STUDY:

In any educational system, the success of students with behavioral, emotional, or learning difficulties-often labeled as problematic children-is a critical measure of inclusivity and effectiveness. These children face unique challenges that may hinder their academic output and cognitive development, and thus require focused attention from educators, policymakers, and researchers alike.



The need for this study arises from growing concerns about how different school environments support or hinder the progress of such children. Government and non-government schools often differ in terms of infrastructure, teacher qualifications, classroom size, access to psychological support, and disciplinary practices. These differences may significantly influence the educational outcomes and measured intelligence levels of problematic children.

Despite these variations, there is a lack of comparative research that specifically examines how these two types of schools impact problematic students. Understanding this can help identify:

Which school settings provide better academic and cognitive support for such students?

- How the school environment contributes to the development of intelligence and learning in children with behavioral or learning issues.
- What interventions or strategies are more effective in each type of school for improving outcomes?

The importance of this study lies in its potential to:

- Inform educational policy by highlighting disparities or strengths in school systems regarding the handling of problematic children.
- Support inclusive education by identifying best practices that can be applied across different educational settings.
- Aid teachers and administrators in recognizing the specific needs of problematic children and adapting teaching methods accordingly.
- Promote equal opportunity in education, ensuring that all students—regardless of their behavioral or emotional challenges—receive the support they need to succeed.

Children who exhibit problematic behavior often engage in actions that disrupt society, such as theft, dishonesty, skipping classes, and defying authority. However, by recognizing their issues and offering appropriate guidance, encouragement, and empathy, it is possible to steer them toward positive development. This support can enhance their academic performance. Furthermore, uncovering and nurturing their hidden abilities can help them become valuable contributors to both society and the nation. Such efforts also foster self-confidence and help overcome feelings of inferiority.

OBJECTIVE OF THE STUDY:



The primary aim of this study is to compare the educational outcomes and intelligence levels of problematic children studying in government and non-government schools. The specific objectives are:

1. To assess the level of educational output among problematic children in government schools.
2. To assess the level of educational output among problematic children in non-government (private) schools.
3. To measure and compare the intelligence levels of problematic children in both types of schools.
4. To analyze the relationship between intelligence and educational output among problematic children in government and non-government school settings.
5. To identify factors within each school type (such as teaching methods, support services, or classroom environment) that may influence the educational and cognitive development of problematic children.
6. To provide recommendations for improving academic support and cognitive development strategies for problematic children in both types of schools.

HYPOTHESES OF THE STUDY:

1. There is no significant difference in the educational output of problematic children studying in government and non-government schools.
2. There is no significant difference in the intelligence levels of problematic children in government and non-government schools.
3. There is no significant relationship between intelligence and educational output among problematic children in government schools.
4. There is no significant relationship between intelligence and educational output among problematic children in non-government schools.

METHODOLOGY:

The methodology outlines the systematic procedures followed to conduct the comparative study on educational outcomes and intelligence of problematic children studying in government and non-government schools.

RESEARCH DESIGN:



This study adopts a descriptive and comparative research design. It seeks to compare two distinct groups—problematic children from government and non-government schools—on the basis of their educational output and intelligence levels.

POPULATION:

The population for this study includes problematic children enrolled in upper primary or secondary levels (typically ages 11–16) in both government and non-government schools.

SAMPLE AND SAMPLING TECHNIQUE:

The researcher has selected 100 problematic students from the selected schools by 'lottery method' which comes under the sampling process of 'simple random sampling'.

A purposive sampling technique has been used to identify and select problematic children based on behavioral, emotional, or learning difficulties as identified by school records, teacher recommendations, or existing psychological assessments. The sample has included an equal number of students from government and non-government schools to ensure a balanced comparison.

TOOLS AND INSTRUMENTS:

- Problem based child test form by L. N. Dubey and Arora.
- General Mental Ability Test of S. Jalota - To study the intelligence of problematic children.
- Educational Output Test and L. N. Dubey's School Progress Report (Marks of Half-Yearly Examination) -To find out the educational output of problematic children.

STATISTICAL TECHNIQUES:

The collected data will be analyzed using appropriate statistical tools:

- Mean and Standard Deviation for descriptive analysis.
- T-test to compare the educational outcomes and intelligence scores between groups.
- Correlation coefficient (Pearson's r) to examine the relationship between intelligence and educational output within each group.



DATA COLLECTION PROCEDURE:

- Permission will be obtained from school authorities and informed consent from parents or guardians.
- Intelligence and academic output tests will be administered in a controlled environment within the schools.
- Teachers and school counselors may assist in identifying eligible participants and in managing behavior during assessments.

LIMITATIONS OF THE STUDY:

1. This research work is limited to government and non-government secondary schools of Bulandshahr city of Bihar state.
2. In this research work, problematic children studying in class 11-12 of secondary schools have been included.
3. The study does not consider socio-economic background, parental education, or other external factors unless they directly relate to school type.

ADMINISTRATION OF THE INSTRUMENT:

After reaching the concerned schools with the required material on the date and time fixed for administration of the instrument, the researcher, with the help of the principal/class teachers, got the 'Problem Based Child Assessment Form' filled for the selection of problem children and 'School Advancement Card'. Thereafter, the intelligence test was administered to the selected children and their assessment was done for their academic performance. Half-yearly examination results were obtained.

COLLECTION OF DATA:

After administering the instruments on the sample for collection of data required for research work, the scores were obtained by giving marks to the responses given by problematic students. Marking 'Problem based child test form'. The first test was conducted to identify problematic children. A total of 100 questions were given in the first form. Each student was given 1 mark for the correct response and zero for the wrong response. Students who scored between 31-39 marks were considered problematic as per the reference book. The second test was related to studying the intelligence of children. In this test, 100 questions were divided into verbal, numerical and logical. These were scored separately and given a



grade. On the basis of total scores, on the basis of mental age given in the manual, the individual intelligence of each student was found out by the following

Formula- Intelligence Quotient = Mental age x100

$$\frac{\text{Mental age}}{\text{Actual age}}$$

For the third examination which was related to the educational output of the children, the researcher did not give any output test and obtained the study of the total sum of marks obtained in the half-yearly examination.

ANALYSIS AND INTERPRETATION OF THE DATA:

On the basis of the hypotheses of this study, the main tables of the analysis and their interpretation are as follows along with their explanations-

Table No. 1

Sr. No.	Variable	Level
1.	Educational Outcome	128.71
2.	Intelligence Quotient	83

It is clear from Table No. 1 that the educational outcome of problematic children is 128.71, whose level is less than third category out of total marks of 500 or is fail. Thus, it can be said that the educational outcome of problematic children is low.

The second variable which is related to the intelligence quotient of problematic children, from the observation of Table No.-1 it is found that the intelligence quotient of problematic children is 83, which according to Terman's IQ table is less than the intelligence quotient of average children, that is, this is the level of retarded children.

Table No.-2



Sr. No.	Variable	Correlation	T-value		Level of significance
			.05	.01	
1.	Educational output	.83	.205	.325	Significant

Calculation of correlation coefficient of educational output and intelligence quotient of problematic children- variable correlation is 0.83 and t-value at .05 .01 significance level is 0.205 .325.

From the observation of significant table no.-2 it is found that there is a high correlation. The value of the table on degrees of freedom 58 (qtd.2) is 0.205 and 0.325 respectively at 0.05 and 0.01 level, which is less than the obtained correlation coefficient of 0.83.

Thus, it is clear that the correlation coefficient obtained between educational output and intelligence of problematic children is significant.

RESULTS:

In the present research, it is concluded that both educational output and intelligence of problematic backward children are affected. Due to which their educational output affects their personality, creativity and their intelligence. As a solution to the current problem, the researcher found that there is a considerable difference in the intelligence quotient of problematic children as compared to normal children, because under the prescribed hypothesis, importance has been given to the null hypothesis. The researcher used various standardized tests and self-made graphs using the survey method, which made it easy for him to obtain the results. In relation to the presented research, the field of research study can be further expanded in future so that the results obtained can prove useful in future.

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