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OB-53

Neglect of enhancing intellectual ability  
in our education system

Essay lacks  
enough  
references

### Outline

#### 1. Introduction

Thesis statement:

#### 2. Crunch Paragraph

#### 3. How enhancement of intellectual ability is neglected in our education system.

- a) No upgradation of syllabus in accordance with emerging trends.
- b) Direct learning rather than facilitation.
- c) Treating students as passive receptacles
- d) Inability of teachers to place instruction in meaningful context.
- e) Lack of Research and development cells in institutions.
- f) Encouraging memorization, retention and recalling rather than application.
- g) Assessment techniques are based more on analytical intelligence, rather than creative and contextual intelligence.

#### 4. The impacts of neglecting intellectual ability.

- a) Lagging behind in the race of scientific era.
- b) Limiting horizon of possibilities
- c) Lowered professional competencies
- d) Lack of decision making power
- e) Inability to use limited resources in productive way.

- f) Fixed coping strategies.
- e) Increased dependency on others. ✓

5. Ways to enhance intellectual ability in our education system.

a) Providing updated tools and settings for research. ✓

b) Revision of curriculum in accordance with emerging trends.

c) Teaching in a facilitative way rather than direct.

d) Assessment should be based on creative and contextual thinking. ✓

6. Conclusion

✓ outline is research

✓ based presentation

→ writing can be improved

# Neglect of enhancing intellectual Ability in our education system.

## Introduction

Thesis statement: Not taught yet. ✓

Crunch paragraph: Not taught ✓

Failure to upgrade syllabus in accordance with emerging trends is one of the important issues. Our education system has always been very slow in adapting new trends. For example ~~in Pakistan~~ where the world is focusing on making robots and rockets to reach other planets, our syllabus still consists of topics which are 15-20 years old. These outdated topics are one of the major reasons in stunting the intellectual ability of the students. So it would not be wrong to say that obsolete syllabus is a barrier in flourishing intellectual abilities.

Not only the outdated syllabus but following the techniques of direct learning ~~instead~~ of facilitation also neglects the growth of intellectual abilities. The reason is that in direct learning teacher simply deliver her/his knowledge without knowing about student's thinking. According to John W. Santrock students learn better in situations in which they are allowed to learn by doing. Teachers when observe and ask relevant questions, stimulate their thinking. However in our education system these practices are not common due to which students are unable to think more critically and enhance their intellectual ability.

Evidence?

In our education system enhancement of intellectual ability is neglected because students are treated as passive receptacles. The reason is that students are instructed in such way that they blindly imitate the teacher or do things by rote. According to piaget When students are inactive, do not make discoveries from topic and reflect on them, they cannot learn and ~~impt~~ apply the knowledge in critical manner. ~~So~~

~~It indicates that~~ As in our education system students are not encouraged to think differently and discuss ~~them~~ their unique ideas that's why their intellectual abilities do not get enriched. ~~It indicates that~~ treatment of students as passive receptacles hinders their intellectual ability growth.

Inability of the teachers to place instruction in meaningful context ~~is~~ yet another reason of indication of neglecting the enhancement of intellectual abilities.

In our education system the topics and concepts are taught but how to apply these concepts are always ignored. The reason is that teacher are more comfortable explaining the ideas or topics or concepts but application.

For example in education today there is an ~~increased~~ emphasis on moving away from abstract presentation of material to providing students opportunities to experience learning in real-world setting (Santrick, 2006) but ~~unluckily~~ our education system is still based on abstract presentation of materials. This shows that inability of teachers to place information in meaningful context ~~renders~~ stops render intellectual ability.

Lack of research and development cells in educational institutes ~~also~~ is a reason of neglect of ~~ent~~ due to which intellectual abilities growth is neglected.

There is a dearth of research culture in Pakistan ~~the reason is that~~. For example the research sector constitutes for only 0.29% of GDP of Pakistan. Our educational institutes lack awareness of the creation of research intensive environment, which provide a broad base of knowledge deemed necessary for the development of students. So it can be concluded that lack of research and development cells are one of the many reasons which hinders the intellectual abilities of students.

Encouragement of memorization, retention and recalling is rather than application is ~~most prominent~~ in our educational institutes, another prominent factor is neglecting the enhancement of ~~etc~~ intellectual ability. The reason is that students are appraised for, when they memorize well and reproduce the rote knowledge. For example teachers as well as students find it ~~more~~ easy<sup>ier</sup> to have a fixed framework or structured topic which can be memorized and taught easily instead of considering a real life situation and applying that knowledge in that particular situation. Therefore this pattern of memorization, retention and recalling is also a main reason that how the enhancement of intellectual ability is ~~is~~ neglected.

Neglect of enhancement of intellectual abilities is also due to ~~years old~~ <sup>Pakistanis</sup> assessment techniques.

The reason is that ~~our~~ <sup>our</sup> education system uses only one dimension of intelligence in the assessment.

For example there are three types of intelligence, according to Sternberg, analytical, creative, and practical intelligence. Students with high analytical ability ~~and~~ <sup>person</sup> tend to be favored in the school in which conventional tools of assessment, which is based on ability to acquire, store and retrieve. However students with creative and practical intelligence often are not in the top rung of their class (Sternberg, 1999). ~~to~~

It can be said that using only one dimension of intelligence in assessment, make students to emphasize on traditional methods rather than creating new ideas and enhancing social skills, which are crucial to the enhancement of intellectual abilities.

The Impacts of intellectual abilities neglectance <sup>SP</sup> ~~are~~ is gigantic. Lagging behind in the race of scientific era is one of the impacts. The reason is that research give rise to curiosity and ~~design~~ <sup>desire</sup> to look for and find better solutions. such state of mind develops in an environment where individual is allowed to express and discuss new ideas, however in our education system this type of thinking is not encouraged due to which we simply cannot have modern and meaningful research in our education system. Resultantly we are lagging far behind in the scientific era.

~~The~~ Neglect of intellectual ability enhancement results in limitizing horizons of possibilities. The reason is that when in education system only one dimension of intelligence is followed the students start practicing only those domains and they are unable to think about the other dimensions. For example According to Gardner when students are not assessed on the various dimension they confine their thinking to a single dimension and donot try to find other possibilities to a situation.

Thus we can say that neglect of enhancement of intellectual abilities results in limitizing the horizons of possibilities.

The neglect of <sup>enhancement</sup> intellectual of intellectual abilities lowered the performance in the professional settings. It is because, the education system fails to produce young professionals who are motivated to enter non-traditional settings. For example Pakistan's academic curriculum hamper intellectual growth thus producing students who are unable to think beyond conventional means and unmotivated to take initiative (Arsla Javid, 2013).

These students when enters into professional settings they rely only on fixed solutions to problem and do not adjust to the changing circumstances. Thus Professional performance is also lowered when enhancement of intellectual ability is neglected.

Decision making power is hindered by neglect of enhancement of intellectual ability in education system. As intellectual abilities consist of understanding complex concepts.

Too short para

SP

and thinking critically, cleverness, ~~intuitiveness~~, perceptual speed, inductive and deductive reasoning and memory.

All of these skills are involved in decision making as well. ~~So~~ An individual without these abilities cannot <sup>take</sup> make the necessary decisions. According to Dr.

R. Padilla, assistant professor in cognitive and information sciences department at the University of California, bad decisions are made by those who misinterpret and misunderstand the information which ultimately leads to errors in reasoning. So it can be concluded that neglect of intellectual ability leads to lower decision making ability.

Neglect of enhancing of intellectual abilities also effect the coping strategies of individuals. The reason is that people with lower intellectual abilities are unable to switch coping strategies in various situations, instead they follow same pattern of coping, which may work well in one situation but might not work in other situation. M.A Kholodnaya and A.A Aleksapol in their research on intellectual abilities and coping strategies concluded that persons with higher indices of intellectual productivity uses emotional and social coping strategies. Thus intellectual ability is interpreted as psychological resource providing mobility and variability of coping behavior.

<sup>our</sup> Neglect of enhancement of intellectual ability in education system also effect forming own new ideas thus enhancing dependency on others. For example if intellectual ability is not focused students become unable to consider many points of view, comparing or debating ideas or opinions and forming their own ideas. As a result they



start depending on others and do not bring forward their own ideas.

It is critical to enhance intellectual abilities in our education system. Providing updated tool and settings in educational institutes can be helpful in this domain. The reason is that it will give a more productive learning environment and opportunity to student. Research enhances curiosity and skeptical thinking which in turn enhance the intellectual ability. For example, establishment of research centers and allocating resources for research promote culture of innovation and knowledge creation (Dr. M. Suleman Tahir, 14, June 2023). Thus development of research cells can enhance the intellectual ability.

In order to enhance intellectual abilities it is mandatory to revise the curriculum in accordance with emerging trends. We need holistic review of curriculum to equip young students with life skills they need to thrive after completing their schooling.

A new curriculum should be designed to promote critical thinking, problem solving skills creativity and digital literacy (Mujeed Somo, July, 2023).

So it can be concluded that enhancement of intellectual ability can be done through revision of <sup>outdated</sup> curriculum.

Another way to enhance the intellectual ability is to follow facilitative way of teaching rather than direct. The reason is that in <sup>in</sup> facilitative teaching, teachers design situations that allow students to learn

Revise  
and  
Innovation

Rules

You have potential to ace the exam if you remain consistent

by doing. These situations promote students' thinking and discovery. According to Piaget, a teacher should not just examine what student think the product of their learning. Rather, carefully observe them find out how they think. Ask relevant questions to stimulate their thinking and ask them to explain their ideas (Santrock, Life-span development, 2013). So it is important to facilitate students rather than teaching them directly.

Last but not least assessment should be based on creative and ~~contextual~~ contextual thinking. Assessment should not be based on analytical abilities only. Sternberg (1999) argued that students' should be given tasks which requires combination of analytical, creative, and practical skills to enhance their intellectual abilities. So it can be concluded that using diverse dimension of assessment can foster intellectual abilities of students.

## Conclusion

Not taught yet.

✓ Content is good

✓ work on paper presentation which was rough later on in essay

✓ expression is good before

→ re-read submit on to avoid minor mistakes