



Intelligence Level of Government and Private aided School Students

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ABSTRACT

The basic aim of present investigation to study the level of intelligence among government and private aided secondary school students. With reference to the above problem main objectives of the study were [1] to study the level of intelligence of government and private aided secondary school students. [2] To study the level of intelligence of government and private aided secondary school students of both gender. For that purpose 240 students were selected from different schools out of which 120 were taken Government schools and the remaining 120 were taken from private school. Intelligence test by Dr. Desai were used data collection. The data was analyzed by 't' test and correlation. Results indicate that level of intelligence was significantly higher among the girls student were as boys student. It was also found that level of intelligence was significantly higher among the girls student were as boys student of government school and also private school.

Intelligence to be labeled as being "intelligent" imparts positive feelings, encourages self esteem and a sense of worth. Yet, what is intelligent and smart? This has been the focus of theories, definitions and philosophies dating as far back as Plato (428 BC); yet most presumably, dating prior to this historical figure, might be due to the fact that humankind is himself intelligent.

According to H. Gardner "intelligence is the ability to solve problems, or to create products, that are valued within one or more cultural settings." According to D. Wechsler, "A global concept that involves an individual's ability to act purposefully, think rationally, and deal effectively with the environment." There are different theories about intelligence none of which agree with each other. Every approach to thinking comes up with its own different perspective and assumptions. The following are some of the major theories of intelligence that have emerged during the last 100 years.

The idea that general intelligence (g) exists comes from the work of Charles Spearman (1863-1945) who helped develop the factor analysis approach in statistics. Spearman proposed that general intelligence (g) is linked to many clusters that can be

analyzed by factor analysis. Spearman, using an earlier approach to factor analysis, found that scores on all mental tests (regardless of the domain or how it was tested) tend to load on one major factor. Spearman suggested that these disparate scores are fueled by a common metaphorical “pool” of mental energy. He named this pool the general factor, or g (Spearman, 1904).

L. L. Thurston, a critic of Spearman, analyzed his subjects NOT on a single scale of general intelligence, but on seven clusters of primary mental abilities, including: Word Fluency, Verbal Comprehension, Spatial Ability, Perceptual Speed, Numerical Ability, Inductive Reasoning, Memory. Later psychologists re-analyzed Thurstone’s data and found a weak relationship between these clusters, suggesting some evidence of a g factor.

Howard Gardner (1983, 1999) supports Thurstone’s idea that intelligence comes in multiple forms. Gardner notes that brain damage may diminish one type of ability but not others. Howard Gardner proposes eight types of intelligences and speculates about a ninth one — existential intelligence. Existential intelligence is the ability to think about the question of life, death and existence. The eight types of intelligence are: linguistic, logical, spatial, musical, motor ability, interpersonal, intrapersonal and naturalistic.

Alfred Binet and his colleague Theodore Simon practiced a more modern form of intelligence testing by developing questions that would predict children’s future progress in the Paris school system.

In the US, Lewis Terman adapted Binet’s test for American school children and named the test the Stanford-Binet Test. The following is the formula of Intelligence Quotient (IQ), introduced by William Stern: $I.Q = M.A / C.A * 100$.

A valid intelligence test divides two groups of people into two extremes: the mentally retarded (IQ 70) and individuals with high intelligence (IQ 135). These two groups are significantly different.

Objectives:

1. To study the level of intelligence of secondary school students.
2. To study the level of intelligence of secondary school students in the context of their school type.

Hypothesis:

Ho 1. There will be no significant difference between the mean score of intelligence of boys and girls of secondary schools.

Ho 2. There will be no significant difference between the mean score of intelligence of government and private aided secondary school students.

Variables Involved:

In present study, the level of intelligence have been taken as the dependent variables, whereas demographic variables such as type of schools, gender are the independent variable.

Instruments:

1. Intelligence test by Dr. Desai and non verbal

Method

Participate:

In the study 240 students was randomly selected from Mehsana city of Gujarat. In this study 240 students were taken out of 120 students (60 were boys and 60 were girls) government secondary school students, 120 private secondary school students (60 were boys and 60 were girls) were taken as a participate.

Research Design:

The aim of present research was to a study of intelligence and creativity of government and private schools of Mehsana city of Gujarat. Selection for participates purposefully random method was used.

In this study 240 students were taken out of 120 students (60 were boys and 60 were girls) government secondary school students, 120 private secondary school students (60 were boys and 60 were girls) were taken as a participate. To check the differences between groups t-test was used.

Procedure:

For the collection of required data for the study, researcher has taken permission of the principle of the selected schools in advance. After informed consent and establishing rapport. Detailed instructions regarding response on test were given. Once completed, the booklets were collected and participants were apprized for their cooperation. Each item was scored with the help of scoring key. All the completed tests were used for data analysis using statically measures such as Mean, Standard Deviation and ‘t’- test and Pearson’s product moment correlation.

Result and Discussion:

Result and Discussion for the present study are as follows:

Table 1. Mean differences, SD and t-values between boys and girls of secondary schools on intelligence.

| Group | Intelligence | | | ‘t’ |
|-------|--------------|-------|-------|-------|
| | N | M | SD | |
| Boys | 120 | 87.17 | 9.96 | 5.97* |
| Girls | 120 | 95.12 | 10.68 | |

*Significant at 0.01 level.

Table 1 the ‘t’ test has been applied to find out whether there is any significant differences in the intelligence with respects to their gender. Calculated ‘t’ value is found to be 5.97 which is greater than the table value and significant at 0.01 level. Hence the null hypothesis “There will be no significant difference between the mean score of intelligence of boys and girls of secondary schools” is rejected. Therefore it is concluding that “There is a significant difference between the mean score of intelligence of boys and girls of secondary schools.” This result indicates that the mean scores for the variable of intelligence for boys were 87.17 and girls were 95.12

respectively. The mean value indicates that the girls scored better than the boys students score in the intelligence. It means that the girls student were the more intelligent than the boys student.

Table:2 Mean differences, SD and t-values between government and private aided school students on intelligence.

| Group | Intelligence | | | 't' |
|----------------------------------|--------------|-------|-------|-------|
| | N | M | SD | |
| Government aided School students | 120 | 90.45 | 11.20 | 0.98* |
| Private aided School students | 120 | 91.84 | 10.89 | |

*Not Significant.

From the result given in table 3, it appeared that magnitude of intelligence among government and private aided secondary school students as the mean score were 90.45 and 91.84. The differences in terms of intelligence between government and private school students was also statically tested by computing 't' ratio which was also found no significant (t =0.98) . So the null hypothesis framed on this variable are accepted. Hence, it can be safely said that government and private secondary school students was not differs in intelligence. Thus hypothesis presuming level of intelligence among government and private aided secondary school students was found to be not proved. It means that there is no significant difference between the mean score of intelligence of government and private aided secondary school students.

Summary of the findings:

- Ψ There is no significant difference between the mean score of intelligence of government and private aided secondary school students.
- Ψ There is significant difference between the mean score of intelligence of boys and girls of secondary schools. The girl students were the more intelligent than the boys student.

Limitations of the study:

This study is not without its limitations. This should be mated. The present investigation was carried out under the following limitations. This study was conducted is only Mehsana city (Gujarat). One of the most limitations of this study is small sample size of 240 government and private aided school students. The findings made in the study may be biased by the incorrect information given by participants. In sample selection for this research random method was used, the present research is only a part of the study, thus generalization should not be consummated, and the scientific is not approached in the selection of sample. The conclusion of present research is partially significant.

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