



A study on intelligence of secondary school tribal students of Prakasam district

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Abstract: *The Present Study was conducted to find out Intelligence of Secondary School Tribal Students of Prakasam District. The investigators have adopted Normative Survey Method for the present study. A sample 440 students from secondary schools was selected by Systematic Random Sampling Technique. Intelligence Scale was developed by P.N.Mahrotra in the current Study. For the analysis of data, the descriptive statistics like Mean, Standard Deviation and the 't' test was employed. The findings revealed that significant difference was found in Intelligence of secondary school tribal students.*

Key Words: *Intelligence, Tribal Students*

INTRODUCTION

In contrast to animals man is considered to be endowed with certain cognitive abilities, which make him a rational being. He can reason, discriminate, understand, adjust and face a new situation. Definitely he is superior to animals in all such aspects of behavior. But human beings themselves are not all alike. There are wide individual differences. A teacher easily discovers these differences among his pupils. Some learn with a good speed while others remain lingering too long. There are some who need only one demonstration for handling the tools properly while for others even the repeated individual guidance brings no fruitful result.

David Wechsler: - "Intelligence is the aggregate or global capacity of an individual to act purposefully, to think rationally, and to deal effectively with his environment."

William James (1907) defined intelligence as the ability to adjust oneself successfully to a relatively new situation.

The secondary school tribal students are also the key persons in the growth and development of nation. Their intelligence make them settle well in life and career. The present study is intended to study the intelligence of secondary school tribal students.

STATEMENT OF THE PROBLEM

"A Study of Intelligence of Secondary School Tribal Students" in relation to certain variables, namely, gender, locality, management, residence and medium of instruction.

OBJECTIVES OF THE STUDY

The objectives of the present study entitled "A study of socio-economic



status of secondary school tribal students" are

- 1) To find out the intelligence of secondary school tribal students.
- 2) To find out the difference in the intelligence of boys and girls secondary school tribal students.
- 3) To find out the difference in the intelligence of rural and urban secondary school tribal students.
- 4) To find out the difference in the intelligence of government and private secondary school students.
- 5) To find out the difference in the intelligence of residential and non-residential secondary school tribal students.
- 6) To find out the difference in the intelligence of English and Telugu medium secondary school tribal students.

METHOD OF STUDY

In the present study, **normative survey method** has been used.

The **stratified sampling technique** after making was found to be the most appropriate technique for the present study.

Regarding the **size of the sample**, 440 were found to be appropriate.

As the present study was intensive one, the available standardized tools were selected Intelligence scale of P.N.Mehrotra was used to study the intelligence of secondary school tribal students

STATISTICAL TECHNIQUES APPLIED

The mean, standard deviation, critical ratio and chi-square test were used to analyze the raw scores and to extract the findings. Based on the findings, suitable conclusions were drawn for necessary discussion and implementation.

CONCLUSIONS AND DISCUSSIONS

1. The secondary school tribal students are possessing average intelligence.

| Sample | Sample size | Mean | S. D. |
|--------|-------------|-------|-------|
| Whole | 440 | 48.25 | 12.54 |

Many of the school students usually possess an average level of intelligence as observed in many studies and also as per normal probable distribution and the same is found in tribal students also. As per the research on intelligence, it is not possible much to

improve the I.Q. in students, but the existing level of intelligence may be successfully utilized by tribal students to enhance their efficiency and achievement in different fields including academic achievement.



2. The secondary school boy and girl tribal students possess average intelligence with a significant difference between them. The girl tribal students have better intelligence than tribal boy students though both of them possess average intelligence.

| <i>Variable</i> | <i>Sample Size</i> | <i>Mean</i> | <i>S.D</i> | <i>Difference between Means</i> | <i>S.E.D</i> | <i>C.R</i> |
|--|--------------------|-------------|------------|---------------------------------|--------------|------------|
| Boys Secondary School Tribal Students | 220 | 6.90 | 2.52 | 2.7 | 1.18 | 2.28* |
| Girls Secondary School Tribal Students | 220 | 49.60 | 2.44 | | | |

df 2; p at 0.05 is 1.97

* Significant at 0.05 level

Magotra (1982) and Mishra (1997) found a significant difference between the tribal boys and girls in their intelligence. They concluded that the tribal girls have better intelligence than tribal boys.

The tribal girl students along with tribal boy students need to use their intelligence in academic matters and also in life for their better future.

3. The rural and urban secondary school tribal students have average intelligence without any significant difference between them.

| <i>Variable</i> | <i>Sample Size</i> | <i>Mean</i> | <i>S.D</i> | <i>Difference between Means</i> | <i>S.E.D</i> | <i>C.R</i> |
|--|--------------------|-------------|------------|---------------------------------|--------------|------------|
| Rural Secondary School Tribal Students | 220 | 48.46 | 13.51 | 1.11 | 1.18 | 0.94# |
| Urban Secondary School Tribal Students | 220 | 47.35 | 11.33 | | | |

Not significant at 0.05 level

Jaiprakash (1972), Bhattacharya (1989), Tripathi, R.C. (1986) and Nanda (1994) found a significant difference between rural and urban tribal school students in their intelligence.

Along with genetic phenomena, the living environments also play a decisive role in having or atleast enhancing the intelligence to some extent as per psychological studies. Hence, the parents and the school authorities should try to provide better academic environment for the benefit or tribal students studying in rural as well as urban secondary schools.

Gupta (1977) and Sharma (1982) and Basantia (2000) found no significant difference between rural and urban tribal school students in their intelligence.



4. The tribal students studying in government and private secondary schools possess average intelligence with a significant difference between them in their intelligence levels. The private secondary school tribal students have better intelligence than their counterparts.

| <i>Variable</i> | <i>Sample Size</i> | <i>Mean</i> | <i>S.D</i> | <i>Difference between Means</i> | <i>S.E.D</i> | <i>C.R</i> |
|---|--------------------|-------------|------------|---------------------------------|--------------|------------|
| Government Secondary School Tribal Students | 240 | 44.82 | 11.89 | 2.84 | 1.17 | 2.42* |
| Private Secondary School Tribal Students | 200 | 47.66 | 12.61 | | | |

* Significant at 0.05 level

Based on the economic and social status, the tribal parents join their children in private schools for quality education. These private school tribal students may be having some high intelligence than their counterparts may

be due to the atmosphere available at home and at school and also the facilities available to them. All the tribal students, with their intelligence may lead their education to settle will in future both in life and career.

5. The residential and non-residential secondary school tribal students have average intelligence with a significant difference between them. The residential secondary school tribal students have more intelligence than their opponents.

| <i>Variable</i> | <i>Sample Size</i> | <i>Mean</i> | <i>S.D</i> | <i>Difference between Means</i> | <i>S.E.D</i> | <i>C.R</i> |
|--|--------------------|-------------|------------|---------------------------------|--------------|------------|
| Residential Secondary School Tribal Students | 240 | 49.82 | 11.61 | 5.18 | 1.16 | 4.47* |
| Non-residential Secondary School Tribal Students | 200 | 44.64 | 12.48 | | | |

* Significant at 0.05 level

Mostly, the type of school may not have much, may have a little, effect on intelligence of students. Though the physical and academic facilities available in residential schools differ from non-residential schools, these may have no

impact on the level of intelligence, and hence the tribal students studying in different types of schools should try to utilize this intelligence for their betterment in every walk of life.



7. The English medium tribal students possess average of intelligence with a significant difference between them. The English medium secondary school tribal students have lesser intelligence than Telugu medium tribal students.

| Variable | Sample size | Mean | S.D | Difference between Means | S.E.D | C.R |
|---|-------------|-------|-------|--------------------------|-------|-------|
| English Medium Secondary School Tribal Students | 180 | 47.06 | 12.64 | 3.49 | 1.25 | 2.79* |
| Telugu Medium Secondary School Tribal Students | 260 | 50.55 | 13.27 | | | |

* Significant at 0.05 level

The secondary school tribal students with this average level of intelligence may conduct different activities in life and education successfully. The tribal students need not bother much about the medium of instruction or learning, but should positively engage themselves in achieving the desired goals of education first and life next.

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